University of Southern Maine

Undergraduate Academic Catalog
2020-21

University of Southern Maine
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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.

Admissions

Whether you're hoping to begin your undergraduate degree or you're embarking on graduate studies, the USM Office of Admissions can help you get started.

At USM, there are more than 100 areas of study among our majors, minors, and programs. Undergraduates can choose from over fifty majors, with many opportunities to learn through research, internships, and engagement with the community. For our graduate students, USM offers over twenty masters and four doctoral programs, along with more than twenty graduate certificates and certificates of advanced study.

With numerous programs offered completely or partially online, there are many ways to shape a brighter future through your studies at USM. As you begin that process, we're here to help.

Undergraduate Admissions

The University of Southern Maine (USM) is an academic community that welcomes applications for admission from qualified women and men with various backgrounds and interests regardless of race, color, religion, gender, sexual orientation, national origin or citizenship status, age, physical or mental disability, or veteran status. The University seeks candidates whose academic achievement and motivation indicate potential for success in an undergraduate program.

The Office of Admissions invites prospective students to visit the campus to discuss their educational interests. The Office will provide information about academic programs, discuss admission requirements and procedures, process unofficial transfer credit evaluations, and arrange personal interviews and campus tours. Prospective students are encouraged to contact the Office of Admissions at 1 (800) 800-4USM, or (207) 780-5670, or admitUSM@maine.edu.

Admission Requirements

With the exception of early admission applicants, a high school transcript or GED/HiSET is required for admission to the University. Students who are home educated/home schooled should contact the Office of Admissions for information regarding the alternate documentation required for admission. Although secondary school preparation may vary, please find below the minimum college preparatory subjects required for regular admission to the University. In addition to these, further requirements may be imposed by individual University schools and colleges.

General subject minimum requirements (University-wide)

English	4 units
Mathematics	3 units (Algebra I, Algebra II, and Geometry)
Science	2 units (with laboratory)
History/Social Science	2 units

Highly Recommended College Preparatory Courses

An optimal college preparatory course of study extends beyond the minimum requirements. Students who do best in college and graduate on time have the following high school course of study:

- Four years of English in courses that present a variety of readings (fiction, nonfiction, essays, memoirs, journalism) and emphasize expository and analytic writing about texts
- At least three years of laboratory science that include the study of biology, chemistry, and physics, offered as separate courses or as an integrated core. Science courses should include writing technical reports and quantitative representations and analyses of data as well as the traditional course content
- Four years of math that include Algebra I and II and Geometry; a college preparatory math course during the senior year
- Three years of history and social science that include reading primary as well as secondary texts, writing analytic and expository essays, and using quantitative social science data, in addition to the traditional course content
- Two years of study of one language other than English: foreign languages or American Sign Language (ASL)

Additional requirements for majors in a particular college or program

College of Arts, Humanities, and Social Sciences:

School of Music
-Successful completion of a music audition administered by USM

Theatre
-Interview with the department

College of Management and Human Service:

School of Business
-Four units of mathematics, with one unit exceeding Algebra II

College of Science, Technology, and Health:

Engineering
-Laboratory chemistry and physics, and four units of mathematics, with one unit exceeding Algebra II

Mathematics
-Four units of mathematics, with one unit exceeding Algebra II

Sciences
-Three units of laboratory science.

Athletic Training, Exercise Science, and Health Science
-Laboratory biology and chemistry

Nursing
-Laboratory biology and chemistry. In addition, nursing candidates must also satisfy specific academic standards in order to qualify for the clinical portion of the degree program. For further details, please refer to the School of Nursing section of this catalog.

Admission Procedures, Policies

Application Requirements

- Completed application form, paper or online: University of Maine System application or the Common Application
- Official transcript sent directly from the high school, listing all courses and grades received to date or official GED/HiSET scores
- Official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores (may be required of those applicants whose primary language is not English)
- Official SAT/ACT scores (optional for all programs but Nursing), sent directly from the testing agency or included on the official high school transcript.

First-Year Applicant: Supporting Materials

- Completed school counselor statement and/or letter of recommendation from a teacher (strongly recommended for current high school students, may be required for some majors)

Homeschooled Students

Students who are satisfying any or all of their high school requirements in a homeschool setting should submit an official school transcript or an annual assessment of courses they have completed. A letter of recommendation may come from a family member, and may also come from someone outside the family (strongly recommended).

Adult Students

Students who graduated from high school or earned a GED/HiSET more than three years ago are recommended to submit a current resume of life and work experiences. An electronic file of the resume can be sent to admitUSM@maine.edu.

Transfer Applicant Additional Requirements

- Official transcripts from all colleges attended, whether or not credit was earned, sent directly from each institution
- International college transcript evaluation: official evaluation of college-level transcripts from a USM-approved transcript analysis agency. For a list of approved agencies, go to http://usm.maine.edu/office-of-admissions/international-transcripts
- Nursing applicants only: supplemental application. Visit the Office of Admissions' website for more information: usm.maine.edu/apply (under Adult & Transfer Applicants)

International Applicant Additional Requirements

- Official secondary school transcripts, exam certificates, and college-level transcripts including certified English translations; official transcripts from all colleges attended, whether or not credit was earned, sent from the institution

- International college transcript evaluation: official evaluation of college level transcripts from a USM-approved transcript analysis agency. For a list of approved agencies, go to http://usm.maine.edu/office-of-admissions/international-students
- Declaration of Finances accompanied by the appropriate financial documentation

Reactivating or Readmission Applicant Requirements

Students should only complete the Reactivation of Application/Readmission Application if one of the following two categories applies:

- Reactivation of Application: You applied to USM within the last year but did not enroll in classes as a degree (matriculated) student.
- Readmission: You received an undergraduate degree from USM and are pursuing a second undergraduate degree, OR you began your studies at USM as a degree (matriculated) student and stopped attending for five or more consecutive years.

    - Fresh Start: Students requesting readmission to the University after an absence of five or more years may be treated as external transfers in the determination of credits and grade point average. Credit is allowed for all University of Southern Maine courses passed at the level of C- or higher. All grades remain on the academic transcript but are removed from calculation of the cumulative grade point average. To be eligible for Fresh Start, students must have a minimum of 30 credits remaining toward degree completion and must complete those 30 credits in residence at the University of Southern Maine. Fresh Start may impact a student's eligibility for financial aid due to the Satisfactory Academic Progress policy.

Application to Undergraduate Certificate Programs

Candidates for admission must submit:

- Online application for Certificate Program;
- Official transcripts or copies of official transcripts from secondary school and/or all colleges and universities from which you received a degree;
- Additional or other special admission requirements specified by program.
  The application for certificate programs is available online at the Office of Admissions Web site at http://usm.maine.edu/apply. Please note, students who are enrolled solely in an undergraduate certificate program are not eligible for Federal financial aid.

Application Materials Should Be Sent To:

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

Colleges and universities that participate in electronic submission of transcripts can send official transcripts to edocs@maine.edu.

For a complete listing of application instructions, go to: usm.maine.edu/admit/application-instructions

Early Admission Applicants

Students who have completed their junior year of high school may apply for consideration of admission (as non-matriculated students) under the Early Admission Program. Admissions will consider high-achieving students who display both the intellectual ability and the social maturity to succeed in a university course of study.

To be eligible for admission, candidates must have completed a minimum of three years of college preparatory subjects in high school according to the general University admission requirements.

Interested applicants will be required to submit the University of Maine System application in addition to an Early Admission Application. Early admission candidates may be required to have a personal interview with a member of the admission staff. High school students who enter the University of Southern Maine prior to graduation from high school are not eligible for federally funded financial aid and may not participate in intercollegiate athletics.

Early Admission applicants may apply for the fall semester only. Application forms must be submitted by April 15.

Priority Dates and Deadlines

Fall Semester	
November 17	Early Action deadline
February 1	Transfer Nursing deadline
February 15	Priority filing application date
February 1	First-year Nursing deadline

April 1	Application submission (priority) deadline for merit scholarship consideration
May 1	Priority enrollment deposit date
July 1	International student application deadline
Spring Semester	
November 15	International student application deadline
December 1	Priority filing application date
January 2	Priority enrollment deposit date
Summer Semester*	
May 1	Priority filing application date
October 1	Accelerated Nursing deadline
February 1	Transfer Nursing deadline
February 1	First-year Nursing deadline
	*For those who have earned a high school diploma or GED/HiSET by priority filing application date of May 1

Applications are reviewed throughout the year on a rolling admission basis. Although applications are reviewed on a rolling basis, as some degree programs admit only a limited number of students, applicants are urged to submit their credentials at their earliest possible convenience in order to receive consideration. Applications may be made to enter the University in the fall, spring, or summer semester. Offers of admission may be revoked because of unsatisfactory performance in the final semester of high school or college.

Admission to the University is offered for a specific semester. Anyone choosing to defer their offer of admission may do so by submitting a written request to the Director of Admissions prior to August 15 (fall); December 15 (spring); May 1 (summer), and paying a $100 non-refundable enrollment deposit. Deferments are granted for up to one year. Students attending another college are not eligible to defer.

Admission Decisions

The University recognizes that its prospective students may come with differing academic backgrounds and/or with significant time having elapsed since completion of secondary school. The following categories of admission exist to accommodate this wide range of applicants.

Regular Admission

Applicants whose academic backgrounds demonstrate the ability to pursue regular, entry-level coursework may be granted regular acceptance to the University. This admission decision is based upon a comprehensive evaluation of the student's educational record, including standardized test scores (if required), as well as individual talents and activities.

Enrollment as an Undeclared Major

Applicants who are undecided regarding their major field of study may request admission as an "Undeclared Major." Undeclared students are assigned an advisor in the Academic Advising Office to assist with appropriate course selection and academic planning while exploring a major field of study. This admission option provides students the opportunity to select their major at an appropriate time during the first 60 credit hours of coursework.

Admission to the Admissions Pathway Program

Students applying to the University who meet regular admission requirements but whose English language proficiency, previous coursework and/or TOEFL or IELTS scores fall below the required level may be eligible for admission to the University through the Admissions Pathway Program offered through the ESOL Department.

Admission to the Intensive English Language Program with Conditions

The Intensive English Language Program with Conditions is for students whose primary language is not English and who are seeking admission to USM. Students are considered for this program if they are academically qualified, may or may not have taken the TOEFL or IELTS exam, and still need a semester or two of English language instruction. Students will be admitted with the condition that they successfully complete at least one semester of Intensive English courses prior to enrolling in other courses offered at USM.

Enrollment as a Non-matriculated Student

The University encourages members of the local community to take advantage of its diverse course offerings. Non-matriculated students (those not admitted or enrolled in a degree program of study) may take regular credit courses for self-interest and enrichment. Non-matriculated students are enrolled each semester on a space-available basis and are not eligible for student financial aid awards, guaranteed student loans, veteran's

benefits, campus housing, or participation in intercollegiate athletics. Interested persons are invited to contact Office of Registration and Scheduling Services or the Academic Advising Office.

Non-matriculated students are required to meet the same academic progress standards as matriculated students. In order to apply degree credits earned at the University of Southern Maine, the student must be admitted into a degree program as a result of the application process.

Transfer Admission

Applicants who have attended a postsecondary institution beyond the secondary school level are considered transfer students and must submit official copies of collegiate and secondary school records. Quality points and grade point average do not transfer.

Students applying for transfer from institutions of higher education must have a cumulative grade point average of at least a 2.0 (on a 4.0 scale) to be considered for admission. Some academic programs require higher grade point averages. Transfer credit may be awarded for coursework completed at a regionally accredited institution of higher education. Courses graded C- or higher are considered for transfer credit.

No transfer credit will be awarded for coursework completed at non-regionally accredited institutions of higher education. Under special circumstances, students may, in individual cases, petition the dean of the appropriate college for consideration of coursework earned from institutions that were candidates for accreditation.

From within the University of Maine System

Trustee policy is to provide the maximum opportunity for transfer within the University of Maine System. When a student is accepted for transfer, all undergraduate credits successfully completed with a grade of C- or better at any unit of the University System will be transferable to any other unit of the University System, but will not be automatically applied to the specific academic degree program to which the student has transferred. Each student will be expected to meet the established requirements of the academic program into which transfer is made, and appropriate application of transfer credit is to be the responsibility of the particular academic unit.

University of Maine System Transfer Policies and Practices

1. Transferring students must provide official transcripts reflecting all previous post-secondary coursework.
2. An evaluation of transfer credit will be prepared by the Transfer Officer for each accepted transfer student, and will be available in the student's MaineStreet Student Center. The transfer student should meet with an academic advisor at the receiving university to review how the transfer credit will be applied toward the student's degree program. Transfer evaluations will be prepared based on the following principles:
    1. Within the University of Maine System. Undergraduate courses completed with a C- or higher, including P grades, will transfer from one UMS university to another. Grades will be recorded on the student's transcript but not computed into the cumulative GPA.
    2. Outside the University of Maine System. Credit earned with a C- or higher in courses from regionally accredited colleges/universities outside the UMS will be considered for transfer. Pass-fail courses taken outside the UMS must have "pass" defined as a C- or higher in order to transfer.
    3. Generally, course grades do not transfer from one college/university to another. Semester and cumulative GPAs reflect only those courses taken at the home university. Students in cooperative degree programs should inquire about any exceptions that may apply.
    4. Coursework defined as developmental by the university to which the student is transferring will not be awarded degree credit. Developmental courses are considered preparatory to college-level work, and will not count toward a degree.
    5. Courses from colleges and universities outside the United States will be accepted for transfer consistent with established University policies and practices.
3. Credit may be awarded for high school Advanced Placement (AP) exams, College Level Examination Program (CLEP) exams, or college-level knowledge gained through life experience (e.g., prior learning, such as military or other training) when validated through the approved campus processes.
4. Students with coursework from non-regionally accredited schools may inquire into the possibility of validating some or all of their learning through testing and/or approved university credit for prior learning processes. Students interested in this option should contact the Transfer Officer for more information.
5. If a student has concerns about the transfer evaluation, the student should contact the Transfer Officer at the receiving university. After such conferral, the student may appeal through the academic appeals process at the receiving university.
6. Transfer students should consult the University's catalog and/or meet with an appropriate advisor to determine requirements regarding the number and distribution of credits that must be completed at the University to earn the desired degree.
7. Students must meet the established requirements of the academic program or college into which they are transferring. Transfer credits do not necessarily count toward these requirements.
8. Students may also confer with the Transfer Officer and/or an academic advisor regarding possible flexibility in the application of their credits to their program, through approved campus processes.
9. Current UMS students who plan to take courses at another university, inside or outside of the UMS, are strongly encouraged to seek prior approval of their plans from the UMS university where they are matriculated.

Transfer Credit Evaluation

Undergraduate coursework completed at other institutions of higher education will be evaluated for transfer credit on the basis of the following: whether or not the previous institution was regionally accredited at the time of attendance, grades achieved in previous coursework, and comparability of courses taken with courses at the University. Courses for which credit is awarded through another institution's credit-by-examination policy may be granted transfer credit provided both earned credits and grades appear on the transcript and the course is applicable to the student's work at this University. The applicability of transfer credits to USM's core curriculum and to a student's intended major field of study shall be determined by the Office of Transfer Affairs in conjunction with the appropriate academic department, school, or college. Transfer evaluations are assumed to be correct if a student does not direct questions to or enter an appeal with the Office of Transfer Affairs within one year of the completion of the evaluation. At that time, the evaluation becomes permanent and will not be changed.

Maine Community College Articulation Agreements

The University of Southern Maine has formal articulation agreements in certain academic disciplines with the Maine Community College System. In addition, USM participates in AdvantageU and ConnectED Pathways which are guaranteed admission programs for qualified Maine Community College students who file participation forms with their Community College. These agreements facilitate transfer to USM for graduates from specific associate degree programs. For more information, students should contact the Transfer Coordinator at their Maine Community College, or the USM Office of Admissions.

Placement Exam

Placement Examination Program

SAT and ACT scores are used for course placement in mathematics. All newly admitted degree candidates whose SAT mathematics score is below 570 or ACT mathematics score is below 22 must take the math placement examination. Students with new SAT Math Scores between 460-560 (or ACT scores between 18-21) are able to enroll in MAT 101 without taking the Math Placement Test (i.e. Accuplacer Arithmetic and Algebra tests). Student with these scores who want to enroll in a higher-level Math course (MAT 105, MAT 108, or MAT 120) must take the Accuplacer Tests and obtain the appropriate cut-off scores. Only SAT or ACT test results administered within the past five years are valid. TOEFL and IELTS scores are used for course placement in English. Only TOEFL and IELTS test results administered within the past three years are valid. Students who transfer credits from another institution may meet college readiness in mathematics as determined by the Office of Transfer Affairs. Non-matriculated students are encouraged to take the placement examination and should contact the Office of Academic Assessment for details. For more information on the Placement Examination Program, go to usm.maine.edu/assessment. Note: The placement exam results will not be used in place of SAT/ACT test results for admission purposes.

Prior Learning Assessment

The Office for Prior Learning Assessment (PLA) believes that students should be rewarded for knowledge acquired outside the traditional classroom if it fulfills the academic criteria set forth and evaluated by the USM faculty.

PLA is a process that builds a bridge between students' practical, applied learning experiences and their theoretical, college-level knowledge. There are several pathways across this bridge: testing options, credential reviews, military evaluations, and academic portfolio development, paving the way to academic credit where appropriate. Proof of competency rests with the student. Transcripts older than twenty years cannot be used for credit. For further details regarding credit options, students should contact the Office for Prior Learning Assessment at usm.maine.edu/pla.

Advanced Placement

The University participates in the Advanced Placement program (AP) of the College Board. AP exams are given in secondary schools. For credit consideration at USM, an official AP transcript and a minimum score of 3 are required.

International Baccalaureate

The University recognizes IB and is committed to considering credit for students who score 5 or better on the Higher Level exams. No credit is offered for Standard Level IB exams. An official score transcript must be sent from the IB Organization to the Office for Prior Learning Assessment for evaluation.

Standardized Examinations

College Level Examination Program (CLEP) and DANTES exams are used for either course-equivalency or elective credits. For credit consideration at USM, an official transcript must be submitted and cut-off scores must be achieved. Several Excelsior College exams are also recognized for credit. PLA also offers credit for 50 language exams through an external testing program. For more information on all these options, visit the PLA website at usm.maine.edu/pla.

Academic Portfolio Assessment Program

The academic portfolio is a formal collection of evidence in support of a person's claim for college credit. The process is reflective and challenging, yet rewarding. To earn course equivalency credit or elective credit with an academic department through portfolio assessment, the

candidate's documentation must prove understanding and learning competency, subject to evaluation by appropriate faculty. Academic portfolio assessment may also be used to earn general elective credit, which can be earned regardless of one's academic major. Applicability of credits toward meeting graduation requirements varies by school and college within the University.

Credential Review

Credential review requires original and current documentation for individualized learning situations, submitted for college credit, reviewed by appropriate USM faculty or in consultation with national guidelines. All credentials are considered on a case-by-case basis. PLA reviews professional certifications, educational and training courses, and certain college-level experiential learning that may have earned selected licenses, certificates, and/or credentials for organizations outside the University. Credit is not awarded for attendance certificates.

Credit for Military Service

Students who have been active members of the armed services may qualify for credit. Official service documents are required for credit consideration.

Challenge Examination Program

Challenge exams may be developed individually by faculty members for USM students in coordination with the Office for Prior Learning Assessment. These exams are used selectively and may result in the student earning equivalency course credit.

Pre-professional Programs

Pre-Law

There is no specific course of study required of students who are planning to apply to law schools. Since the practice of law covers all fields, the only recommendation that law school admissions officers give to students is that they pursue challenging courses in areas of interest to them and that they do well in these courses. Participation in an honors program definitely enhances a student's admission as does a well-written senior thesis or an independent study.

- Students must be able to write clearly. They should take upper level, writing-intensive courses in English or other fields.
- Students must be able to think clearly and critically. Courses in philosophy, science, and language will be helpful.
- Students should understand the social and political context within which the law exists. Courses in sociology, history, and political science are appropriate.
- Students may wish to take substantive courses in the law and in legal reasoning. Courses in law and society, civil liberties, civil rights, constitutional law, business law and the rule of law—some of which are offered as undergraduate courses by professors from the University of Maine Law School—may be of interest.

Students who are interested in law should be advised that their overall academic record and performance on the LSAT are much more important than a specific undergraduate major for law school admission.

Students should meet with USM's pre-law advisor early in their undergraduate careers to discuss the legal profession and design a path to law school admission. Students should also become active members of USM's Pre-Law Society. For more information, contact Ronald Schmidt, associate professor, at (207) 780-4581 or email rschmidt@maine.edu.

Pre-Pharmacy Program

A two-year, non-degree program of study is offered to prepare students to apply to a four-year doctoral program in pharmacy (a 2 + 4 program). Most schools and colleges of pharmacy require 60-75 credits in their two-year pre-pharmacy phase, depending on the number of general education credits required. Individual programs vary in the general education courses they require, *e.g.*, economics, social science, humanities, and fine arts, so students should consult those programs accordingly. The pre-pharmacy concentration is a time-intensive program that students will need to commit to upon entering the University. Students are encouraged to take summer courses to reduce the number of credits taken each semester. If students choose not to take summer courses, they should consider extending the program to three years. If they do well in this program of study, they will be competitive with students from other universities applying for entry into professional pharmacy programs. If students decide not to transfer after two years, they will be well along the path toward earning a B.S. in biology degree. For further information contact David Champlin, Associate Professor, 476A Science Building, "C" Wing, Portland, (207) 228-8349 or email champlin@maine.edu.

Pre-Medical, Pre-Dental, Pre-Veterinary

USM, like most universities, does not have a major in pre-medical, pre-veterinary, or pre-dental studies. USM offers a degree in biology with a concentration in human biology. By completing the concentration in human biology a student will have completed all the required courses for admission to professional school and many of the recommended courses. Pre-veterinary students should complete the general biology degree. Most students who are accepted in a professional school majored in biology or zoology as undergraduates. However, a student does not have to major in science to be accepted to medical, dental, or veterinary medicine school. Approximately one-third of all students accepted to professional schools took the required science courses as electives while pursuing their undergraduate degrees in non-science fields.

Every undergraduate course taken is important regardless of its subject area. Admissions officers in professional schools pay particular attention to the overall academic record and performance on entrance exams when evaluating a candidate's application for admission.

It is also important to have experience in the field of medicine. Most veterinary schools require some type of animal care experience, *e.g.*, volunteer work in an animal hospital. Many medical schools require some type of patient-care experience, *e.g.*, Emergency Medical Technician training or volunteer work in an emergency room.

As minimum entrance requirements, most professional schools recommend:

- One year of college biology with labs (BIO 105, 106; BIO 107)
- One year of general chemistry with labs (CHY 113, 114; CHY 115, 116)
- One year of organic chemistry with labs (CHY 251, 252; CHY 253, 254)
- One year of physics with labs (PHY 111, 114 or PHY 121, 114)
- One semester of mathematics (statistics recommended)

Some recommended courses are:

Psychology (PSY 101)
Genetics (BIO 201)
Microbiology and lab (BIO 311, 282)
Comparative or Vertebrate Anatomy (BIO 205)
General Physiology and lab (BIO 401/402)
Human Physiology and lab (BIO 221, 112; BIO 223, 114)

For more information, please contact David Champlin, Associate Professor, 476A Science Building, "C" Wing, Portland, (207) 228-8349 or email champlin@maine.edu.

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 2020-2021. Further information is available at nebhe.org/tuitionbreak.

Undergraduate Programs

Applied Technical Leadership (BS)	CT, MA, NH, RI, VT
Art: Art and Entrepreneurial Studies concentration (BA)	CT, MA, NH, RI, VT
Art: Art Education concentration (BFA)	CT, MA, NH, RI, VT
Art: Art History concentration (BA)	CT, MA, NH, RI, VT
Art: Studio Art (BA)	CT, MA, NH, RI, VT
Art: Studio Art (BFA)	CT, MA, NH, RI, VT
Computer Science (BS)	CT, MA, NH, RI, VT
Criminology (BA)	NH
Cyber Security (BS)	CT, MA, NH, RI, VT
Electrical Engineering (BS)	CT, MA, NH, RI, VT
Information Technology (BS)	RI
Liberal Studies - Humanities (BA)	MA
Linguistics (BA)	RI
Linguistics - American Sign Language concentration (BA)	CT, RI, VT
Linguistics - Speech and Language Science concentration (BA)	MA, RI
Management (BS)	CT, MA, NH, RI, VT
Mechanical Engineering (BS)	CT, MA, NH, RI, VT
Music (BA)	CT, MA, NH, RI, VT
Music Education (BM)	CT, MA, NH, RI, VT
Music Performance (BM)	CT, MA, NH, RI, VT
Music Performance: Jazz Studies concentration (BM)	CT, MA, NH, RI, VT
Music Performance: Piano Pedagogy concentration (BM)	CT, MA, NH, RI, VT
Music Performance: Musical Theatre concentration (BM)	CT, MA, NH, RI, VT
Nursing: Accelerated Nursing (BS)	NH, RI, VT
Natural and Applied Sciences (BS)	CT
Recreation and Leisure Studies - Therapeutic Recreation concentration (BS)	MA, RI, VT
Technology Management (BS)	RI, VT

Theatre (BA)	CT, MA, NH, RI, VT
Tourism and Hospitality (BA)	RI

Graduate Programs

See listing in Graduate Catalog at usm.maine.edu/catalogs.

Immunization Requirement

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 should be sent to: Shared Processing Center, P.O. BOX 412, Bangor, ME 04402. Immunization records must be on file with the University before students will be allowed to register for classes. Specific information about immunization requirements can be found at usm.maine.edu/health.

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 e-mail when any action on the student's part may be necessary. Some actions can be accomplished using the University's Student Information Systems, made available through special password-protected links. Students should activate their assigned email accounts at mail.maine.edu. For assistance in activating your University account, visit usm.maine.edu/computing/computing-help-desk or contact the HelpDesk at (207) 780-4029, or help@maine.edu. The complete Email Communication Policy can be found at 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 Benefits Administration for payment of veterans' 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 6 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 website: 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 website at http://usm.maine.edu/student-financial-services.

Application Procedures

To apply for financial assistance from the University of Southern Maine, students should file aFree 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 grants and/or loans and/or work-study. Undergraduate students with prior bachelor's degrees are not eligible to receive grants.

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

Types of Aid Available

For All Students

- **Federal Work Study** This is a program funded by the University and the federal government. A student's financial need governs the amount that can be earned.
- **Federal Direct Unsubsidized Loans** This program provides access to borrowing for both students who do and do not qualify for need-based assistance. The student is responsible for the interest as it accrues.
- **Alternative Loans** These are private, credit-based loans which provide long-term financing options for qualified students or families. Additional information about these programs may be obtained from the Student Financial Aid Office or online at http://usm.maine.edu/student-financial-services.
- **North American Indian Programs** Tuition, mandatory fees, and on-campus room and/or board will be waived for qualified and eligible North American Indians residing in Maine. Eligibility is extended to 1) the person whose name is included on the current census of either the Passamaquoddy or Penobscot Tribes; and 2) the person who has resided in Maine for at least one year and whose name, or the name of at least one of their grandparents, was included on the census of a North American Tribe or held a band number of the Maliseet or Micmac Tribes with direct blood lineage. For additional information, contact the Wabanaki Center at (207) 581-1417. Visit the Office's website at http://www.naps.umaine.edu.
- **Veterans Educational Benefits** Students eligible for educational assistance from the Veterans Benefits Administration are encouraged to contact the Veterans Affairs Office thirty days before the start of each semester.

For Undergraduate Students

- **Federal Pell Grants** This is a federally funded program to help needy students. In 2019-2020 grants will vary between $657 and $6195 per academic year.

- **Federal Supplemental Educational Opportunity Grants** This is a federally funded program to help needy students. Grants range from $100 to $4,000.
- **University and Miscellaneous Grants** These are funded by the University and private donors. Awards have ranged from $100 to $4,000 and are given on the basis of financial need.
- **Federal Direct Subsidized Loans** This program, administered by the federal government, allows students to secure low-cost loans. Eligibility for subsidized Direct Loans is based on demonstrated financial need.
- **Federal Nursing Student Loans** Funded by the federal government, the University, and loans repaid by former borrowers, money is lent to needy nursing students. Repayment terms are similar to those of the Perkins Loan. Loans range from $400 to $3,300.
- **Federal Direct PLUS Loans** Parents of dependent undergraduate students may borrow a Direct PLUS loan to help cover the student's college costs. A student's dependency status and cost of education are determined using US Department of Education criteria. Additional information and the application process is available at http://usm.maine.edu/student-financial-services/federal-direct-plus-loans.
- **Merit Scholarships** Merit awards are based on academic achievement and promise, special talents, potential to make unique contributions to the University community, and USM's commitment to expanding the pluralistic character of its student body. Further information may be obtained from the Admissions Office.

For additional information

Contact the Student Financial Services office, University of Southern Maine, Bailey Hall in Gorham, 137 Luther Bonney Hall in Portland, 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):

Undergraduate Tuition Charges Per Credit Hour	
Maine Resident	$288
Non-Maine Resident	$769
New England Regional Student Program	$475
Canadian Resident	$288
E-tuition (for non-Maine residents in fully online programs only)	$439

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 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 $33-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	$40
6-11.9	$60
12+	$80

- **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.

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. No fee is 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 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 - Undergraduate

Undergraduate Policies

- Absence from a Final Examination
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- Academic Forgiveness Policy
- Academic Record Changes
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- Attendance Policy
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- Pass-Fail Option
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- Professional Licensure and Certification Notice
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- Re-enrollment after Academic Suspension
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- Registration
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- Student Academic Integrity Policy
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- Student Complaints
- Syllabi Distribution
- Time to Completion
- University Degree Requirements
- Vacation

• Grade Submission • Grading System • Graduation Requirements • Graduation Honors Policy	

University Degree Requirements

To be eligible for a baccalaureate degree from the University, a student must meet the following:

- Any college readiness requirements
- Core curriculum requirements
- School or college major requirements

The Core curriculum requirements apply to all students who entered the University beginning September 1982 and thereafter. Transfer students should refer to the section, "Transfer Credits and the USM Core."

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Graduation Requirements

In addition to the minimum requirements of 120 credits for a baccalaureate degree, a candidate must:
(a) receive passing grades in courses required by the University, the school or college, and the major department;
(b) accumulate the number of credit hours required by the school or college in which the student is registered;
(c) achieve an accumulative average grade point average of not less than 2.00 (some majors require a higher GPA for graduation);
(d) meet the requirements of the major department; and
(e) complete an Application for Degree on MaineStreet or with the Office of the Registration and Scheduling Services at the beginning of the semester of graduation.

Responsibility for successfully completing the requirements of the program resides with the student.

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Course Numbering

001-099	Developmental/No Degree Credit
100-199	Introductory Level
200-399	Intermediate Level
400-499	Senior Level others by permission
500-599	Undergraduate and Graduate Students
600-799	Graduate and Doctoral Students Only

Note:

- All courses with number 100 or greater carry credit and quality points toward a baccalaureate degree.
- Matriculated baccalaureate students should not register for courses with numbers less than 100 unless meeting minimum proficiency requirements.

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Registrar

The Registrar, in the Office of Registration and Scheduling Services, serves as the legal custodian of University academic records and is responsible for the appropriate recording, production, and disbursement of those records. The Office is also responsible for recording such critical functions as academic honors, sanctions, and dismissals. The Office of Registration and Scheduling Services is located in Luther Bonney Hall on the Portland campus and in Bailey Hall on the Gorham campus, (207) 780-5230. Registration services are also available at Lewiston-Auburn College, (207) 753-6500.

Registration

The registration process is conducted by Registration and Scheduling Services, Advising, and many academic departments. It includes

acknowledgement of financial responsibility, selection of courses, completion of any necessary forms, and payment of University charges. Newly admitted students are notified by Orientation and Transitional Programs of their appointment for academic orientation, advising, and registration. Advising coordinates the new student academic advising process and initiates the registration procedure by approving course schedules.

- Continuing degree students may advance register in priority order, based on credits earned and class level. Advance registration is conducted in early November for the Spring term; early March for the Summer term; and early April for the Fall term. Degree students may need to obtain advisor approval prior to registration. No student may register for more than 18 credits in one semester without the permission of his or her advisor and the dean.
- Non-matriculated (non-degree-seeking) students may register only during the open registration period which follows the advance registration period.

Enrollment Status

Undergraduate students are considered to be full-time if they are enrolled for 12 or more credits; three-quarter time requires at least 9 credits; and half-time requires at least 6 credits.

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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	Good
C	Satisfactory, successful meeting of the course objectives
D	Low-level work, below the average required for graduation for an undergraduate, and a failing grade for a graduate student. In addition, individual departments may limit the number of D grades accepted, as stated in the departmental sections of this catalog. The paragraphs on Minimum Grade and Academic Suspension and Repeated Courses should also be noted.
F	Failure to meet the course objectives
P	Pass; pass with a grade of C- or better in a pass/fail course
H	High performance in a pass/fail course
LP	Low Pass; pass with a grade of D-, D, or D+ in a pass/fail course
I	Incomplete; a temporary grade given, agreed upon by instructor and student, in extraordinary circumstances when the student has failed to complete the 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; Faculty 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. Missing Grades must be resolved by the end of each semester. If the missing grade is not resolved, it will be converted to an F.
W	Withdrawal after the end of the drop period through 60% of a course. If a student has not officially withdrawn before 60% of the course has been completed, an F will be assigned. The W notation may be obtained after completion of 60% of the course under unusual circumstances if so determined by the instructor and the dean. A threat of failure is not

	considered to be an unusual circumstance. The grade of W has no impact on GPA.
DG	Satisfactory progress after one semester of a two-semester course; grade and credits to be given upon completion of second semester.
AU	Student attended courses on a noncredit basis.

Grade Point Averages

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

To compute the grade point average for a semester, first multiply the grade points earned in each course by the number of credit hours assigned to that course. The resulting product is the number of quality points for that course. Then divide the total number of quality points earned during the semester by the total number of credits carried in that semester (exclude classes where grades are P, H, LP, I and W). The result is carried out to two decimal places to produce the grade point average for that semester.

To compute the cumulative grade point average, divide the total quality points earned by the total credits attempted in all semesters.

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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.

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Dean's List

At the end of the fall and spring semesters, full-time, undergraduate degree students (defined as those who completed 12 credit hours or more, with a minimum of 12 letter graded credits A-F, unless specific Pass/Fail credits are required by the student's program), and excluding developmental credits with course numbers less than 100, with grade point average of 3.6 or above will be placed on the Dean's List.

Students with Incomplete or Missing Grades (I or MG) at the point when the Dean's List is produced (approximately 35 days after the end of a fall or spring semester) will not be eligible for the Dean's List. A notation will be made on the transcript of those who earn the Dean's List distinction. Those students on the Dean's List whose names appear in the public directory of the University will have their names released to the news media.

Students who attend both the fall and the spring semesters as part-time degree students and who meet the above full-time Dean's List criteria when the fall and spring semesters are combined are eligible for the academic year Dean's List at the end of the spring semester. A notation will be made on the transcript of those who earn the academic year Dean's List distinction.

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Academic Action (Probation, Suspension, Dismissal)

Undergraduate students who fail to meet the minimum academic standards for satisfactory progress toward their degree, in a single semester and cumulatively, are subject to an academic action. The criteria by which a student would be subject to academic action are outlined as follows:

Table 1: Minimum cumulative grade point averages for all undergraduate programs

Class Membership	Cumulative Grade Point Average		
	For Good Standing	For Probation	For Suspension
0 - 23 earned credit hours*	?1.70	?1.50	N/A
24 - 53 earned credit hours*	?1.80	?1.60	<1.60
54 - 83 earned credit hours*	?1.90	?1.70	<1.70
84+ earned credit hours*	?2.00	?1.80	<1.80

*All accepted transfer credits are factored into the number of earned credit hours.

GOOD ACADEMIC STANDING

Good academic standing is defined in Table 1. Good academic standing for a cumulative grade point average is based on the total number of earned credit hours (see Table 1).

Note: Individual programs may have higher minimum GPA requirements to be eligible for progression and/or graduation in the major. Consult your program's requirements for more information.

ACADEMIC NOTICE

The minimum cumulative grade point average for graduation is 2.00. Therefore, following semesters in which their semester grade point averages fall below 2.00, students will receive a notice of academic concern, which will bring them into the Academic Recovery program.

ACADEMIC PROBATION

Students are subject to probation if their cumulative grade point average is below the level to be in good standing, based on the number of earned credit hours (see Table 1).

A student on probation will be required to meet certain academic conditions, outlined in an academic recovery plan, pertaining to the level of coursework, number of enrolled credits, academic achievement, etc. Students are subject to probation until the cumulative grade point average is at the level for good standing, based on the number of earned credit hours (see Table 1).

ACADEMIC SUSPENSION

Students who are on probation and fail to meet minimum academic standards are subject to academic suspension. Academic suspension is imposed for a length of one academic semester, and does not include summer session. Conditions where students are subject to suspension include, but are not limited to, the following:

- Student has had two semesters of probationary standing within a two-year period without improvement;
- Student's cumulative grade point average places them in suspension, based on the number of earned credit hours (see Table 1).

Exceptions to suspension may be made for students who have met any of the following conditions:

- It is a student's first semester enrolled at USM;
- It is the first time that a student's cumulative GPA has fallen below good standing based on the number of earned credit hours (see Table 1);
- A student has earned a semester grade point average of at least 2.00 while on probation, but has not achieved a cumulative grade point average in good standing based on the number of earned credit hours (see Table 1).

As is the case with all students matriculated at the University of Southern Maine, students who are under suspension should confer with the Dean or appropriate representative of the Dean, for prior approval before taking courses at the University of Southern Maine in the summer or at another institution.

Academic suspension holds are imposed for a length of one academic semester (not including summer session). The suspension hold will remain on a student's MaineStreet account until released by the appropriate dean's representative. Students returning from academic suspension will be placed on probation and be required to participate in an academic recovery plan.

ACADEMIC DISMISSAL

The academic dismissal of a student at the University of Southern Maine is the final action taken when students are not making satisfactory progress toward an undergraduate degree. Students returning from suspension who show no improvement in their cumulative grade point average or fail to meet the requirements of their academic recovery plan are subject to dismissal from the University. Students who meet the criteria to be placed on academic suspension for a second time within two years may be dismissed from the University.

In rare cases, students may be readmitted if they can provide evidence of significant academic improvement to the Dean or dean's representative of their school or college. Such evidence would normally include at least 15 credits of high quality coursework with a minimum cumulative grade point average of 2.50 achieved at a regionally accredited institution.

Academic Recovery Plan

Students placed on academic notice, probation, or returning from suspension will be required to participate in an academic recovery plan, designed to help the student assess their current academic strategies and make necessary changes in order to be successful in future semesters.

Summer Session Courses for Suspended and Dismissed Students

Students who are currently enrolled in one or more summer session courses, and receive notification of suspension or dismissal, will be allowed to complete those courses for grade and credit. Academic performance in summer session courses is not considered in appeal decisions. However, students may make a request to the dean's representative for special consideration of summer course work as part of their appeal.

Note: Students may also receive notice that their summer Financial Aid has been withdrawn due to not making successful academic progress (SAP), which may prevent them from continuing in summer classes. In those cases, students must work with Financial Aid to determine their eligibility to retain and use that aid.

Suspension Appeals

Students who can provide evidence of extenuating circumstances that affected their academic performance during the semester may appeal their suspension. Students who seek to appeal their suspension must do so in writing and should address all requirements as outlined in the suspension letter. Appeals are normally submitted within ten business days of the date of the suspension letter and should be addressed to the Dean or Dean's representative as noted in the letter. The appeal will be brought to the university Academic Standing Committee for review. The decision of the Academic Standing Committee is final and not subject to additional appeal.

Academic Standing Committee

The function of the Academic Standing Committee is to meet and review student suspension and dismissal appeals ensuring that consistent decisions are made for all appeals. The composition of the Academic Standing Committee will include representatives appointed by the academic dean of each college in consultation with faculty leadership. Additionally, membership will include a representative from the Division of Student Affairs.

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Re-enrollment after Academic Suspension

Matriculated degree candidates are eligible for re-enrollment at the University in accordance with the stipulations outlined in their letter of suspension. Unless noted otherwise in the letter of suspension, the student has the right to re-enroll after one semester.

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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.

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.

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Non-Degree Students

A non-degree student is any student who is not admitted or enrolled in a USM undergraduate degree program.

Non-degree students may register on a space-available basis for courses providing the student meets the prerequisites for the course. Undergraduate students may take up to 60 credit hours in non-degree status. Before earning 60 credit hours, any non-degree student who intends to earn a degree will need to apply for admission and be admitted to a degree program at USM.

Non-degree students are not eligible for financial aid.

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Class Membership

A minimum of 120 credit hours is required for graduation in most baccalaureate-level programs. To progress through the University in the traditional four years, full-time students should earn at least 30 credits each year, carrying at least 15 credit hours each semester or utilizing winter or summer sessions to supplement a fewer-than-15-credit-hour term. Permission must be obtained from the advisor and the appropriate dean to carry more than 18 credit hours in a semester.

For standing as a sophomore, a student shall have completed at least 24 credit hours; for junior standing, 54 credit hours; and for senior standing, 84 credit hours.

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Add

Students may self-add courses of twelve or more weeks in length through the end of the first week of the semester, provided that there is space available and the student has satisfied any prerequisites for the class. An instructor's signature, or departmental permission, is required in all situations where the student is unable to self-register. For courses that are less than twelve weeks in length, the add period 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 that a course is not listed on their official schedule in Mainestreet should check immediately with the Office of Registration and Scheduling Services to make necessary corrections to 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. *****

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Pass/Fail Option

The purpose of the pass/fail grade option is to encourage a student to broaden his or her educational experience with a reduced risk of lowering

the overall grade point average. The instructor will assign pass grades of H (high performance) or P (pass) when a letter grade of C- or better would have been assigned, a grade of LP (low pass) when the letter grade would have been D+, D, or D-. Note that F and L grades earned in pass/fail classes will be included in the grade point average calculation.

Unless otherwise specifically stated in this catalog, courses taken to satisfy Core curriculum, University Honors Program, or major or minor requirements may not be taken on a pass/fail basis. Undergraduate degree candidates may register for a maximum of six hours of pass/fail credits in any one semester, up to a maximum of eighteen hours of the total credit hours required for graduation.

Students may exercise the pass/fail option for a course through the add/drop period (corresponding to no notation on the transcript). Requests after this period must be made through the Dean's office of the school/college offering the course. In general, requests for reversal of the pass/fail option will only be granted if a grade is necessary to meet the student's particular degree requirements. Prior to exercising this option, students are encouraged to contact the instructor of the course.

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Repeated Courses

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.*

Students should complete a Course Condition Form each time they repeat a course. Courses intended to repeat University of Southern Maine courses may be taken at other institutions; such courses will be accepted in accordance with the University's transfer policy. The transferred course accepted as a USM equivalent will receive USM credit but will not be calculated in the GPA; the original USM course that was repeated will remain on the student's transcript but will be removed from both the credit and GPA calculations.

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Academic Forgiveness Policy

Occasionally, a student's academic performance early in his or her career or due to extenuating life circumstances may not be reflective of academic ability. The Academic Forgiveness Policy allows an undergraduate student the right to request to eliminate up to 15 credit hours that may be negatively impacting overall GPA.

If a request is approved by the Academic Review Committee, the grades and credits for the forgiven courses/semester will remain on the transcript; however, the credits will not accumulate toward graduation nor impact the student’s GPA. Once academic forgiveness is granted, it is not reversible.

In order to be considered, the following criteria must be met:

1) The course(s) or semester of coursework to be forgiven must have been completed at least two (2) years prior to the request for forgiveness and any earned credits to be forgiven must not have been applied to a previously awarded degree.

2) The student has earned at least 30 credits with a minimum GPA of 2.0 at USM since completion of the coursework for which forgiveness is sought.

3) The student is a matriculated undergraduate degree candidate in good standing at the time of the request for forgiveness.

4) Forgiveness can only be provided for credits and grades earned at USM.

5) Academic forgiveness can be granted only once and for no more than 15 credit hours.
No tuition or fee refunds shall be made.

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Fresh Start

Students requesting readmission to the University after an absence of five or more years may be treated as external transfers in the determination of credits and grade point average. Credit is allowed for all University of Southern Maine courses passed at the level of C- or higher. All grades remain on the academic transcript but are removed from calculation of the cumulative grade point average. To be eligible for Fresh Start, students must have a minimum of 30 credits remaining toward degree completion and must complete those 30 credits in residence at the University of Southern Maine.*

*USM's Satisfactory Academic Progress (SAP) Financial Aid eligibility determination is based on the academic record prior to the Fresh Start. Therefore students approved for the Fresh Start policy may not meet USM's Satisfactory Academic Progress Policy and may need to work with theStudent Financial Services Office to appeal for Financial Aid eligibility.

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Auditing Courses

Students who register to audit a course receive no academic credit for the course but will have an audit grade (AU) recorded on their transcripts. Audit courses must be declared by the end of the add/drop period. Questions about this policy should be directed to the Office of Registration and Scheduling Services.

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Independent Study

Independent study is intended to encourage supervised undergraduate research. With permission of the instructor, junior and senior students may elect independent study related to their major or minor. Normally, no more than 4 credits may be earned in a semester. No more than 12 credits of completed independent study shall be counted toward an undergraduate degree. The student submits an independent study application to the department chair, which includes a detailed description of his or her proposed program of study. The independent study form must be filed with the Registrar before registration will be allowed.

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Permanent Academic Record

The permanent academic record, including transfer credit evaluation, is maintained by the Registrar for all students of the University. While 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 provided there are no outstanding charges against his or her account with Student Financials. Other types of transcripts are: Unofficial—issued Directly to Student, available after grades are posted for that semester; Placement Transcript, provided for the student's placement folder.

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

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Coursework at Other Institutions

Matriculated students at the University are expected to secure written approval from the appropriate dean prior to taking coursework at another institution. Credit approved for courses taken at other institutions will count toward the total degree hours required but will not be computed in the student's cumulative grade point average. For further information, contact the Transfer Affairs Office.

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Credits in Residence Requirement (Academic Residency)

(Policy updated 8/2020; effective Fall 2020)

For all baccalaureate degrees at the University, a minimum of 30 credit hours, including at least 9 credit hours in the major field at the 200-level or above, must be completed at the University of Southern Maine.

*Credits awarded by Departments through Prior Learning Assessment portfolio review or challenge exam, or earned during USM sanctioned study abroad programs shall count toward the Academic Residency requirement.

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Graduation Honors Policy

Graduation with Latin Honors distinction is based on the student's final GPA at the University of Southern Maine. Students must complete at least 60 credit hours (with a minimum of 45 credit hours graded A through F) at USM in order to qualify. Graduation with distinction categories are (a) at least 3.90 for summa cum laude; (b) at least 3.75 and less than 3.90 for magna cum laude; and (c) at least 3.60 and less than 3.75 for cum laude.

In the event a student meets the graduation with distinction GPA requirement at USM, but fails to meet the 60-credit-hour requirement, distinction will be determined by a calculation of the student's GPA for the last 60 credit hours, wherever they were completed, after all grades are in and it is determined that all requirements have been satisfied.

Honor Cords at Commencement

For purposes of wearing honor cords designating Latin Honors at Commencement (gold cords, summa cum laude; blue cords, magna cum laude; white cords, cum laude), a student must meet the GPA requirements listed above, and be registered for enough credits in the Spring semester to meet the 60 credit hours at USM requirement. Honors status at the time of the May Commencement ceremony is based on the cumulative GPA obtained after the last full term of attendance (fall) as grades for the spring term are typically not in.

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Post-Baccalaureate Study for Second Degree

A second bachelor's degree may not be granted a student until he or she has completed an additional year of college work, as represented by a minimum of 30 semester hours beyond the requirements for the first degree. Such work must be completed in accordance with all other University regulations.

It is the responsibility of the office of the Dean of the school or college in which the second degree is sought to provide the approval for undertaking the second degree and certifying the completion of all requirements prior to receipt of the second degree.

Students who have already earned one baccalaureate degree from an accredited institution and are undertaking work for a second baccalaureate degree are not required to satisfy Core curriculum requirements.

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Semester Withdrawal from the University

To withdraw from the University, a student must notify the Registrar in writing. Official withdrawal forms are available from the Registration and Scheduling Services office, the Advising Office, and online, and require a signature. The date of withdrawal will normally be the postmark date of the withdrawal letter or the date the official form is signed.

Grades will be assigned based on rules explained in the Drop section above.

Students in good standing who have withdrawn from the University and who wish to return at a later date should follow the instructions given under Matriculation Status. Information concerning financial obligations to the University relative to the withdrawal policy will be found in the Financial Information section of this catalog.

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Matriculation Status

Degree candidates will lose their matriculation status after two years of non-enrollment. In such cases, the student can still register for classes in accordance with current registration procedures as a non-matriculated student. If, however, a student wishes to resume studies as a degree candidate after losing matriculative status, he or she needs to apply for readmission. Readmission applicants should contact the Office of Admissions for the proper forms.

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Catalog Effective for Graduation Requirements

First-year and new transfer students (including transfers from other campuses of the University of Maine System) must satisfy the graduation requirements set out in the catalog in effect for the first semester of their attendance as a matriculated student. Students whose matriculation at the University has expired forfeit the right to pursue a degree according to the provisions of the original catalog and are bound instead by the catalog in effect for the first semester of attendance as a readmitted student.

At the student's choice, a later catalog may be selected for graduation requirements; a student may not select an earlier catalog. In some cases, academic units have specific time limits for completion of graduation requirements. If so, that time limit will be noted in the appropriate

school/college/division section of this catalog. Students must meet the requirements of a catalog issued within eight years of matriculation. A student may use different catalogs to satisfy general education (core) requirements, major requirements, and any minor requirements.

The University is not bound by its previous catalogs and maintains the right to control its course offerings. Where program/degree requirement changes have occurred that have resulted in changes to course offerings and/or availability, reasonable substitutions will be made to facilitate degree/program completion.

Time to Completion

Undergraduate students who have not completed their degree within an 8 year period from their initial matriculation date must obtain permission from the Dean of their college prior to enrolling in future terms.

Declaring a Major

Undergraduate students must declare a major before earning 60 credits at USM. Transfer students who enter USM with more than 60 credits must declare a major before the end of their first semester at USM.

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Changing/Adding Majors, Minors or Concentration

Students should obtain the proper form from the Registration and Scheduling Services office or website and seek proper departmental approval. When approved, the new major, minor, or concentration will be updated by Registration and Scheduling Services. Note that some programs require a minimum grade point average (GPA) for a major or minor change. See the appropriate department's section for specific details.

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Attendance Policy

The attendance policy is left to the discretion of the faculty member. Each semester, it is the responsibility of the faculty member to inform the students in each class of the attendance requirements for that class.

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).

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 all final semester grades no later than ten (10) calendar days after the last day of the semester, inclusive of finals.

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Student 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, online at www.usm.maine.edu/deanofstudents or by calling and requesting a copy at (207) 780-5242.

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Examination Policy

The examination policy states that it is the responsibility of the faculty member to inform the students in each class of the examination requirements for that class. Usually, two to four preliminary examinations are administered in each course and count heavily toward the final grade. Giving a final exam is not mandatory; however, in courses where they are given, the examinations must be scheduled within the specific final exam period. Take-home exams are also due within the final exam period. By action of the Faculty Senate, no test or examination may be scheduled during the last week of classes.

Absence from a Final Examination

A student who misses a final examination should immediately contact the instructor to apply for a special examination. Students who miss a final examination and are failing the course at the time will usually be given the grade of F, instead of an Incomplete, for the semester grade.

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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.

Clinical Course Requirements

Many programs of study at the University require as a condition of graduation the completion of one or more training programs or courses in an outside clinical or professional setting, such as a hospital, clinic, professional office, or public classroom. These outside institutions sometimes impose additional requirements upon students as conditions of participation in their programs. Such requirements might include evidence of a recent medical examination, evidence of health, auto, or other insurance, a written agreement to accept and abide by the rules and regulations of that institution, or the execution of an indemnity agreement or release. The University assumes there will be assent to and compliance with such requirements, rules, and regulations by each student upon his or her enrollment in those courses involving outside clinical study.

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Student Complaints

The Dean of Students Office provides guidance to students to assist in identifying whether the nature of their concern is an academic appeal or an

administrative appeal, and the appropriate University policy or procedure that can be used to resolve it. The academic appeals and administrative appeals policies do not apply to student complaints about unlawful discrimination or sexual harassment. The Dean of Students Office and the Deputy Title IX Coordinator can advise the student about other University policies and procedures used to address student complaints about unlawful discrimination and sexual harassment.

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Student Academic Appeals Policy

Public institutions of higher education function for the common good, not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free expression. Academic freedom is essential for protection of the rights of the teacher in teaching, and the rights of the student to freedom in learning. Teachers must be accorded freedom of speech under the First Amendment of the U.S. Constitution, and are entitled to freedom in the classroom in discussing their subjects. Controversy lies at the heart of free academic inquiry, and provocative teaching techniques are often effective. Rights carry corresponding duties; both faculty and students should exercise this freedom in a responsible manner.

A fundamental premise of academic freedom is that decisions concerning the quality of faculty scholarship, teaching, and service are best made by reference to standards of the academic profession, as interpreted and applied by the community of scholars who are qualified by academic expertise and professional training to establish them. Possible violations of professional standards are most appropriately remedied through supervision of faculty peers. This occurs during regular performance appraisals of faculty, in which adequate consideration of student teaching evaluations is required.

Academic appeals generally involve such matters as appeal of grades granted by individual members of the faculty or instances of perceived unfair treatment which a student believes may have negatively impacted his or her grade. To be considered, an appeal of a grade must be initiated within thirty days after a final grade is posted.

In order to guarantee fair and equitable consideration of student academic appeals, a student must first reduce an appeal to writing and discuss it with the faculty member whose actions gave rise to the appeal, in a good faith attempt to resolve any misunderstanding. If, after such discussion, the student is not satisfied with the result, he or she may appeal to the department chair.

After receiving an academic appeal of a grade, the department chair shall interview the student, the faculty member, and any witnesses; review the course syllabus and all graded assignments; and ascertain the facts of each case. Because the faculty member who issued the grade is in the best position to evaluate the performance of students enrolled in a course, the academic judgment used to determine the merits of the grade awarded shall not be reviewable. A department chair may request that a faculty member reconsider a student's grade. A faculty member may decline to reconsider a student's grade; reconsider a grade and change it; or reconsider a grade and decide not to change it. There must be compelling evidence of unfair treatment for a department chair to change a grade, and this may be done only after a vote supporting that decision by faculty peers within the department.

The department chair shall issue a decision in writing to the student and the faculty member within a reasonable period of time, normally not to exceed fourteen days. Either the student or the faculty member may appeal that decision to the dean of the school or college and, if not satisfied with the result, to the provost. Responses to these appeals shall be made in writing to the student and the faculty member within a reasonable period of time, normally not to exceed fourteen days.

The individual receiving an academic appeal of a grade shall review the record compiled by the department chair and evaluate the manner in which the appeal was decided. Because faculty peers within the department are in the best position to evaluate teaching within their scholarly expertise, there must be compelling evidence of unfair treatment or violation of the academic appeals procedure for a grade to be changed. The individual receiving an academic appeal shall issue a decision in writing to the student, with copies to the faculty member and the department chair. A decision by the office of the provost shall be final and not subject to further review.

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Student Administrative Appeals Policy

Appeals of administrative decisions generally involve all matters affecting a student while at USM other than matters affecting grades. **An administrative decision is any final decision made in an official capacity by any employee or group of employees of the University, including academic matters other than those affecting grades governed by the Student Academic Appeals Policy and violations of the Student Conduct Code. Decisions by a departmental, college or University faculty group making or changing policies are not final administrative decisions.** Grading matters are appealed through the Student Academic Appeals Policy described above. To be considered, an administrative appeal must be initiated within 30 days after the decision is made.

In order to guarantee fair and equitable consideration of student administrative appeals, a student must first reduce an appeal to writing and meet and discuss it with the University employee whose actions gave rise to the appeal, in a good faith attempt to resolve any misunderstanding. If, after such a meeting, the student is not satisfied with the result, he or she may appeal to the head of the academic department or administrative supervisor of the employee.

The head of the academic department or administrative supervisor of the University employee receiving an administrative appeal shall interview the student, the employee, and any witnesses; review relevant written materials; and ascertain the facts of each case. For the individual receiving an administrative appeal to change a decision there must be compelling evidence the University employee exceeded his or her authority or engaged in an arbitrary and capricious abuse of discretion unsupported by the record.

The individual deciding an administrative appeal shall issue a decision in writing to the student and the University employee within a reasonable period of time, normally not to exceed fourteen days. Either the student or the University employee may appeal that decision to the head of the appropriate administrative division and, if not satisfied with the result, to the vice president for Academic Affairs or the appropriate vice president for the area involved. A decision by the vice president for Academic Affairs or the appropriate vice president for the area involved shall be final and not subject to further review.

No person shall present to any individual receiving a student academic appeal or student administrative appeal any oral or written communication not on the record relevant to the appeal. The substance of any prohibited communication shall be disregarded by the person receiving an appeal when making any official decision on that appeal.

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.

Academic Support Services

- **Academic Assessment**
- Advising
- Career & Employment Hub
- Computing Services
- Disability Services
- Instructional Technology and Media Services
- Learning Resources and Academic Assistance: The Learning Commons
- Prior Learning Assessment
- Veterans' Services
- University Libraries

Advising

Advising offers USM students a student-focused, integrated approach to academic advising and early career exploration in order to support the development and achievement of students' educational and career goals. Advising is the home to all professional academic advisors who begin building relationships with students before they start at the University through individual Advising & Course Selection meetings which serve as an academic orientation. After this, students are assigned a professional academic advisor and a faculty advisor within their respective major departments. Professional and faculty advisors work in partnership to support and encourage a student's success throughout their academic career. Professional academic advisors act as the primary advisor until students reach junior standing at which time the faculty advisor becomes the primary advisor. Both advisors remain important resources for students during their entire tenure at the University and students are encouraged to maintain close contact with both advisors.

Students who have not declared a major are provided with a professional academic advisor. Students are assisted in the development of educational and early career goals as well as the selection of an appropriate major. Students should be ready to declare prior to reaching junior standing at the University. Once students declare their major they will also be assigned a faculty advisor in their major department.

Students admitted conditionally are also provided with a professional academic advisor. Our focus is academic success and support for all participants in the conditional admission program and we offer several key elements to help students succeed. These include a developmental approach to advising, courses to strengthen academic performance, and carefully selected course schedules. Students admitted conditionally will have a personalized academic support plan. Upon completion of the requirements of the academic support plan, students are transitioned from conditional status and are also assigned a faculty advisor in their major department.

Professional academic advisors are assigned to students who have not been admitted to the institution and are taking courses on a space-available basis.

Advising can offer information about additional resources available on campus (e.g. Learning Assistance, Career Hub, Service Learning, Student Life, Registration & Scheduling Services, Student Financial Services, etc.). Students who have questions regarding these as well as general academic policies and procedures and other aspects of University programs, may contact Advising in 137 Luther Bonney Hall on the Portland campus (207-780-4040), 119 Bailey Hall on the Gorham campus (207-780-5652), and 119 Lewiston-Auburn College in Lewiston (207-753-6500).

Career & Employment Hub

The USM Career & Employment Hub assists students and alumni in connecting you to your future profession. They offer a variety of services from your first day on campus to years after you graduate. The Hub is focused on developing your career education and professional development skills through the knowledge and experiences needed to begin a successful career, including:

- Exploring and connecting majors to careers
- Administering and interpreting career assessments
- Crafting a dynamic cover letter and resume

- Job and internship search strategies
- Developing networking and interview skills
- Cultivating professional skills
- Coaching during career transitions

Services are available in person, online, and through video conferencing. **Learn more** about the Hub's services or **book an appointment** today!

Prior Learning Assessment (PLA)

The Office for Prior Learning Assessment (PLA) provides pathways by which students can earn credit for college-level learning acquired outside of a traditional academic environment. Pathways to academic credit include standardized exams, credential review, and academic portfolios.

It is important to note that not all students have assessible college-level learning from outside the classroom. PLA processes are pathways that depend on students' demonstration and documentation of prior learning, not promises of credit based solely on experience or positions held.

Examinations

The PLA Office posts credit for Advanced Placement and International Baccalaureate exams that students may have taken while in high school. These credits are posted free of charge:

- Advanced Placement (AP) exams that have been passed with a score of 3 or higher.
- International Baccalaureate (IB) Higher Level (HL) exams that have been passed with a score of 5 or higher. USM does not give credit for Standard Level (SL) IB exams.

The PLA Office assists students in identifying college-level exams that are appropriate to their learning and degree requirements. Options include:

- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- UExcel
- Language examinations in over seventy languages.

The PLA office arranges and posts credit for challenge examinations. Challenge exams are developed by USM faculty members to match the content of specific courses. The purpose of a challenge exam is to determine student competency in a specific course. These tests are available only to USM students who are matriculated in a degree program, unless the faculty providing the exam is willing to grant an exception. They are used selectively in some, but not all departments.

Students who would like to explore their exam options should contact the PLA Office directly at 207-780-4663 or priorlearningusm@maine.edu. Students can also visit the PLA Office in person in Luther Bonney Suite 253. No appointment is necessary.

Credential Review

Credentials and certificates issued by outside agencies may be eligible for college credit if they include verifiable college-level learning. Students who possess such credentials should visit https://usm.maine.edu/prior-learning-assessment/pla-credential-review for more information. Credit from these reviews is posted free of charge.

Students who would like to explore their credential review options should contact the PLA Office directly at 207-780-4663 or priorlearningusm@maine.edu. Students can also visit the PLA Office in person in Luther Bonney Suite 253. No appointment is necessary.

Academic Portfolio Assessment

Academic portfolios enable qualified students to demonstrate their college-level knowledge in writing. Portfolios require that students engage in a self-reflective process regarding what they have learned through their work and life experiences, and how that learning meets specific outcomes.

A student might complete a portfolio that meets the outcomes for:

- a specific course (or courses) within their major, if approved by faculty from that department.
- elective credits within a major, if approved by faculty from that department.
- a USM undergraduate Core Curriculum requirement.
- general elective credit.

Academic portfolios include a letter of intent, a resume, a narrative, and any supporting materials needed (certificates, awards, letters of recommendation, etc.) to document fulfillment of course learning objectives. Students may complete portfolios for multiple courses or requirements within the same document.

Students who would like to explore their portfolio options should contact the PLA Office directly at 207-780-4663 or priorlearningusm@maine.edu. Students can also visit the PLA Office in person in Luther Bonney Suite 253. No appointment is necessary.

NOTE:

USM's Office for Prior Learning Assessment reserves the right to revise, amend, or change items set forth in our policies, procedures, and equivalencies at any time.

Military Credits

Official military transcripts are reviewed by USM's Veterans Services Coordinator. Please direct inquiries about military transcripts and any credits posted from military transcripts to:

Lorraine Spaulding
Director of Veterans Services
235 Luther Bonney Hall
88 Bedford Street
Portland, Maine 04104-9300
lorraine.spaulding@maine.edu
207-780-5232

NOTE: USM's Office for Prior Learning Assessment reserves the right to revise, amend, or change items set forth in our policies, procedures, and equivalencies at any time.

Veterans' Services

USM's Veterans Services is an on-campus resource for veterans, servicemembers, and their families. Transitioning from military to the classroom can be challenging and so can navigating the U.S. government benefits known as the GI Bill®. USM Veterans Services is here to help.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Military Credits - Served in the military? Our Veterans Services team can review your military transcript to see if college credit is available based on your knowledge and experience.

Contact us at (207) 780-5232 or usm.veterans@maine.edu. Find out more at **https://usm.maine.edu/veterans**.

University Libraries: Centers of Learning, Research, Writing and Technology

The University Libraries provide a full range of resources and services in person and virtually. The Libraries are open seven days per week and are conveniently located on each of USM's three campuses (Gorham, Portland, Lewiston-Auburn). The Libraries offer a range of comfortable spaces for studying, group work and assistance. Find out more at http://usm.maine.edu/library.

Learning Commons at Glickman Library (2nd Floor) and Gorham Library offer research and writing help, learning assistance, group study rooms and computers and technology support. Similar services are offered at the Lewiston-Auburn Library Information Commons. Find out more at http://usm.maine.edu/learningcommons.

Selected Services

- Research Help/Ask-a-Librarian assistance
- Circulation (Including laptop and headphones check out)
- Interlibrary Loan (ILLiad)
- Student Computers, full wireless access, printing and scanning
- Research and instruction guides and tutorials
- Learning Support AGILE

- Tutoring in several subjects including math, writing, ESOL
- Tutoring in technology assistance
- Course Reserves and eReserves
- Group Study Rooms
- Center for Technology-Enhanced Learning (CTEL)

Collections and Resources

- Over 275 library databases, most full text
- Access to over 35,000 electronic journals via our databases with most articles available in full text
- URSUS Catalog access to 375,000 books supplemented by more than 1.5 million print titles held in the libraries of the other campuses of the University of Maine System, the Maine State Library and the Bangor Public Library with two or three day intercampus delivery
- E-Books, audio books and DVDs

Find out more at http://usm.maine.edu/library/collections.

Special Collections consists of a rare books and manuscripts collection, the University Archives and the Jean Byers Sampson Center for Diversity in Maine. Find out more about the various special collections at http://usm.maine.edu/library/specialcollections.

Franco American Collection at the Lewiston-Auburn Campus preserves and promotes the culture and heritage of Maine's Franco-American population. It holds a wide range of archive and research materials, and it sponsors a variety of events that promote the history and culture of Franco-Americans. https://usm.maine.edu/franco-american-collection

Center for Technology Enhanced Learning (CTEL)

The Center for Technology-Enhanced Learning (CTEL) offers resources to USM faculty and staff, including learning and instructional design support and faculty development. With the goal of expanding higher education opportunities for the people of Maine and beyond, CTEL focuses its efforts on supporting courses and academic programs that attract new audiences to USM, such as, place-bound or working adults. CTEL works closely with other USM units including the Glickman Library, ITMS, Learning Commons, and the Center for Collaboration and Development. CTEL delivers year-round programming using various workshop formats. CTEL also offers the following grant programs: CTEL Community of Practice grants, CTEL Technology-Enhanced Learning grants, and CTEL Learning Innovation Grants. Contact CTEL by phone: (207) 780-4540, email: ctelhelp@maine.edu or online: usm.maine.edu/ctel.

Computing Services

The Information Technology department provides a variety of technology support services to students, faculty, and staff at the University.

Computer labs for general student use are located on the Gorham, Lewiston-Auburn, and Portland campuses and in the University Libraries. The computer labs have Microsoft Windows and Apple Macintosh computer systems, and academic software applications. Black and white or color printing is available for a nominal fee using the USM Campus Card. Computer classrooms are available on all three campuses for class activity periods.

Resident students are provided an Internet connection in each room as part of their room package. The USM IT Help Desk, located on the 3rd floor of the Glickman Library, Portland, assists all faculty, staff, and students with computer problems, including some common University login, e-mail, and Internet problems. Assistance can be requested by phone at 780-4029, by e-mail at help@maine.edu, or online at http://usm.maine.edu/computing/helpdesk.

For more information about any of the services offered by Computing Services, please visit us on the web at **http://usm.maine.edu/computing**.

Instructional Technology and Media Services

The Instructional Technology and Media Services (ITMS) Department provides classroom and instructional technology support for the academic programs of the University. This support includes group or individual training sessions on instructional applications and use of technology in Portland, Gorham, or Lewiston-Auburn.

Other services include the delivery and maintenance of classroom equipment on all three campuses, equipment loaning, equipment installation, organizing and running events in Hannaford Hall and around campus. Please visit the ITMS USM Web site (http://usm.maine.edu/itms) for more information. ITMS staff are available by calling (207) 780-4280 or visiting one of our offices.

Portland: 141 Luther Bonney Hall or Gorham: 1 Bailey Hall

Academic Assessment

The Office of Academic Assessment coordinates the administration of various testing programs, such as USM's Mathematics Placement Program (e.g., Accuplacer Math Tests) for incoming and transfer students, in addition to certification and national tests for graduating students (e.g., Miller Analogies Test, GRE Subject Tests, LSAT, and others). Students are encouraged to contact the Office-Testing Room at 240 Luther Bonney Hall for testing information, or or visit our Website for test registration and schedules at **http://usm.maine.edu/assessment**.

The Office of Academic Assessment also conducts institutional assessment studies, administers student surveys, assists departments in evaluating courses and programs, develops tests and assessment instruments, and provides technical support to the faculty for their tenure and promotion. Office location: 45 Exeter Street.

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.

Disability Services Center (DSC)

242 Luther Bonney Hall, Portland

780-4706, 780-5646 (TTY)
email: dsc-usm@maine.edu

usm.maine.edu/dsc
fax: 780-4403

Learning Resources and Academic Assistance: The Learning Commons

The Learning Commons is an open space designed to foster collaborative and active learning, filled with movable tables, rolling whiteboards, and plush furniture. In addition to subject-based tutoring, we offer help with **time-management and study skills**, **technology assistance**, and **research guidance**, as well as **reservable group study spaces** and access to community computers. While physically located in Bailey Hall Library in Gorham, the Glickman Library in Portland, and the Library at Lewiston-Auburn College, many of our services (including tutoring!) are also available online.

Tutoring at USM

The tutoring service at The Learning Commons is a peer support service, meaning that all of our tutors are current USM students who have completed a nationally-accredited tutor training program. We have over 60 tutors who are able to provide assistance in numerous subject areas, including Math, Physics, Chemistry, Biology, Accounting, and Finance.

USM students can enjoy the benefits of two appointments per week per subject area. For example, a student can schedule two chemistry appointments as well as two math appointments. Appointments are available in Gorham, Portland, Lewiston-Auburn, and **online**.

Writing Assistance at USM

Writing works best when it’s a collaborative process. All of our Writing Assistants are current USM students who have been trained to help at any stage of the writing process, from generating ideas at the very beginning to providing a reader’s perspective on the final draft.

Similar to tutoring, Writing Assistance is available on all three campuses and **online**.

Scheduling a Tutoring Appointment

USM students can use the self-service online calendar to easily view available appointments and schedule a time with a tutor (the *Tutoring:*

Subject-based Assistance and *Tutoring: Writing Assistance* links can be found in the MyUSM Portal under the USM Quick Links tab).

Any courses for which tutoring is offered are listed on the site, and updated each semester.

To view a "how to" document with screenshots, please click **HERE**.

Technology Assistance

The Learning Commons offers instruction on many technologies used at USM, including Microsoft Office programs, Google applications, software used in online courses, and other tools related to student academic needs.

To meet with a Technology Assistant, please visit **Meet with a Technology Assistant**.

Research Assistance

College-level research involves finding appropriate peer-reviewed sources. Our Librarians and **tutorials** can help. All USM students can work with any Research Librarian in Portland, Gorham, or Lewiston-Auburn. Walk in or **schedule an appointment** with a Librarian to help you save time with your research assignments.

Students can also meet with a **Learning Commons Navigator** at the Portland campus location. A Learning Commons Navigator is a current USM student trained in guiding peers through the initial steps of conducting academic research.

Academic Success Strategies and Resources

We have an **entire website** dedicated to becoming an "AGILE learner" (Academic Gains through Improved Learning Effectiveness), which does a deep dive into **how learning works**, along with specific strategies such as how to **read actively**, **take effective notes**, and **study in groups**. The site offers an array of **printable resources**.

Students can also increase their academic skills by scheduling an appointment with a **Peer Academic Coach**.

Group Study Rooms

There are a number of group study rooms within the USM Libraries. All USM students can use any of these privately enclosed spaces to study in groups or to work collaboratively on projects.

To view or reserve one of these spaces, please visit **Group Study Rooms**.

For more information, call (207)780-4228.

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.

The USM Core Curriculum

- Vision and Goals
- Satisfying USM Core Requirements
- USM Core Requirements
- USM Core Curriculum Policies
- Transfer Credits and the USM Core
- Students with Catalog Year Prior to 2011

Vision and Goals

The USM Core Curriculum is a coherent, integrative, and rigorous liberal education that enables our graduates to be world-minded, intentional, life-long learners. The USM Core engages the academic community in learning experiences that both illuminate and transcend the perspectives of various disciplines. It systematically fosters the values, dispositions, knowledge, and skills that prepare students for successful citizenship in a complex and dynamic world.

Students will

- Demonstrate informed understanding of interrelationships between human cultures and the natural world
- Engage in analytical, contextual and integrative thinking about complex issues
- Demonstrate effective communication using multiple forms of expression
- Engage in critical reflection upon and informed action in their roles as participants in multiple communities
- Engage in ethical action and contribute to the social and environmental welfare of local and global communities

The USM Core enables students to achieve these goals through active learning that occurs both in and outside of the classroom. It provides opportunities and incentives to connect learning in the Core with the major, and build knowledge and skills throughout the academic career.

Satisfying USM Core Requirements (back to top**)**

Core requirements are met by passing (with a grade of D minus or better) courses that satisfy specific Core requirements. Lists of courses that satisfy the requirements appear at the end of this section of the catalog and in Maine Street Class Search. Students in the University Honors Program or the Russell Scholars Program should refer to the corresponding section of this catalog for information on how Honors and Russell Scholars courses satisfy USM Core requirements. Some majors require students to complete specific courses for Core requirements. Consult the appropriate section of this catalog for information on such degree-program requirements.

USM Core Requirements (back to top**)**

Entry Year Experience
Students explore significant and challenging questions from multiple perspectives, developing capacities for analytic writing, contextual and reflective thinking, and respectful engagement with others that they will apply throughout their college careers. All entering students with fewer than 24-transfer credit hours (AP and test credits not included) must complete an EYE course in their first semester. Students who have completed an EYE equivalent at another institution are not required to complete the EYE requirement. Pre- or co-requisite: College Writing.

College Writing
Students develop skills for the reading and writing they will do in other college classes by engaging in reading, conversation, revision, editing, and proofreading that produce strong, clear, and interesting academic writing. All students must complete a College Writing course, either at USM or in transfer. College writing is a pre- or co-requisite for the Entry Year Experience requirement. The College Writing requirement can be met in any one of three ways:

- Successfully complete ENG 100, ENG 101, ESL 100, HON 100, or RSP 100
- Score 50 or above on the CLEP General English Composition Test (See Prior Learning Assessment for details) 3 credits

- Earn credit for the requirement through AP or transfer or by receiving a score of B or better on the UExcel English Composition examination (see Prior Learning Assessment or Transfer Admissions for details).

Quantitative Reasoning

Students will learn introductory quantitative concepts and skills that are necessary for problem-solving and informed decision-making in everyday life. These skills include mathematical reasoning, computation, and the analysis, interpretation, and evaluation of data. The Quantitative Reasoning requirement can be met in one of three ways:

- Successfully complete an approved quantitative reasoning course. Some majors require a specific mathematics course. Students should consult their advisor for guidance in selecting a course in this area.
- Pass a CLEP examination in mathematics (see Office of Prior Learning Assessment for details).
- Pass a locally administered examination (no credit)

Creative Expression, Cultural Interpretation, Science Exploration, Sociocultural Analysis

Students broaden their perspective through coursework in four primary areas of academic inquiry.

Creative Expression

Students engage in artistic thinking in order to appreciate the value of the creative process and to enable them to use creative thinking in all aspects of their lives. Pre- or co-requisite: EYE

Cultural Interpretation

Students analyze and interpret cultural representations and practices to learn how people make sense of themselves and their world. Pre- or co-requisite: EYE

Science Exploration (lecture and corresponding lab)

Students learn to think like a scientist by engaging in the experiment, observation and critical evaluation which drive the scientific process. Pre- or co-requisite: EYE and Quantitative Reasoning

Socio-cultural Analysis

Students examine socio-cultural systems and phenomena over time and across cultures using theories that shed light on human behavior in social contexts. Pre or co-requisite: EYE

Ethical Inquiry, Social Responsibility, and Citizenship

Students engage in critical reflection on their responsibilities for informed decision making and action in their public and private roles. Students frame, analyze and evaluate civic and ethical issues and assess their own perspectives and actions accordingly. Prerequisites: EYE and additional prerequisites vary by course. Some majors may require students to complete specific courses to satisfy this requirement. Consult the section of this catalog associated with your major for more information.

Core Electives

Students complete 9 credits of advanced Core Electives at the 200-level or above and from subject areas outside the primary subject area of the student's major. Prerequisites vary by course. Overlaps are not allowed between advanced electives and courses that satisfy lower division Core requirements in CE, CI, SCA, SE or QR. Courses carrying those designations are excluded from Core Electives. Students may complete a second major, a minor, an academic certificate or a thematic cluster to satisfy their Core Electives. Approved transfer courses from all disciplines at the 200-level and above are applied to this requirement.

Diversity

Students engage in critical examination of and self-reflection on issues of difference and diversity and foster the intellectual and interpersonal skills necessary for understanding and working with diverse populations. Prerequisites for courses that satisfy the Diversity requirement vary by course. Please check the individual course listings in Maine Street for course-specific prerequisites. Some courses that satisfy the Diversity requirement may also satisfy other Core or major requirements. Students must complete two distinct courses to satisfy the Diversity and International requirements.

International

Students become world-minded learners who are knowledgeable about and have a comparative understanding of international social, political, economic or cultural issues in context. Prerequisites for courses that satisfy the International requirement vary by course. Please check the individual course listings in Maine Street for course-specific prerequisites. Courses that satisfy the International requirement may also satisfy other Core or major requirements. Students must complete two distinct courses to satisfy the Diversity and International requirements. Study abroad involving an academic experience may be used to satisfy the International requirement. Prior approval form required.

Engaged Learning

Engaged learning experiences allow students to bring theory to practice by applying their knowledge, skills, and abilities in contexts beyond the traditional classroom, through sustained and focused application, reflection, and collaboration. Engaged learning courses generally involve time commitments off-campus or in other non-classroom settings. Variable credit and pass/fail options allowed. Engaged Learning courses may carry more than one Core designation and satisfy more than one Core requirement. See Maine Street class search for course options.

Capstone
Students integrate learning in the major and in the Core, and connect academic learning with life, career, and citizenship, through a substantial final product of high quality, whether written, performance-based, or practice-oriented. Prerequisites for Capstone courses are determined by the offering program. Students should check the section of the catalog associated with their major for information on this requirement.

USM Core Curriculum Policies (back to top**)**

- The student has primary responsibility for ensuring that she or he completes USM Core curriculum requirements. Students should consult with an academic advisor for any questions regarding Core requirements.
- With the exception of Engaged Learning courses, courses taken to satisfy the Core curriculum requirements may not be taken on a pass/fail basis or audited.
- Satisfying a Core Curriculum requirement involves passing (with a grade of D minus or better) an approved USM course in that requirement area, transferring an equivalent course, or demonstrating other prior learning through approved prior learning assessment processes. Some majors require minimum grades for specific Core requirements. Students should consult the catalog section associated with their major for minimum grade policies of the major.
- Overlaps between Core and major requirements: Courses selected for Core Electives must come from a subject area outside the primary subject of the declared major. Overlaps are not allowed between Core Electives and courses that satisfy lower division Core requirements in CE, CI, SCA, SE or QR. Courses carrying those designations are excluded from Core Electives. There are no other restrictions on overlaps between Core and major requirements except those that may be imposed by the major. See the section of the Undergraduate Catalog corresponding to your major for additional information.
- Overlaps between Core requirements: Overlaps are permitted between the diversity requirement and other core requirements (except international), and between the international requirement and other core requirements (except diversity). Students must complete two distinct courses to satisfy the Diversity and International requirements. Overlaps are permitted between the Engaged Learning requirement and other Core requirements. Courses which satisfy Ethical Inquiry will also apply to Core Electives if the course in question does not have the same prefix as the primary subject area of the student's major.
- Repeating courses to satisfy Core requirements: Completion of a course condition form is required for repeated courses and replacement grades. A failing grade in an EYE course may be replaced by a passing grade in any EYE course. All other failing grades may be replaced only by a passing grade in the same course. See Academic Policies section of the Undergraduate Catalog for University policies on repeating courses, replacement grades, and the course condition form. The following courses satisfy College Writing, are considered equivalents, and will not be allowed for repeat credit: ENG 100, ENG 101, ESL 100, HON 100, and RSP 100.
- Waivers of and substitutions for USM Core curriculum requirements may be sought from the Assistant Provost via email.

Transfer Credits and the USM Core (back to top**)**

Students receive appropriate transfer credit for their Core curriculum requirements through USM's transfer admission and evaluation process. Transfer credits may be applied to all Core requirements with the exception of the Capstone, which is normally completed within the major and as a part of major requirements.

Inquiries regarding receiving transfer credit for Core requirements should be directed to the Transfer Affairs staff in the Office of Admissions by calling (207) 780-5340 or via email.

Students with 24 or more transfer credit hours or who transfer an EYE equivalent are exempt from the Entry Year Experience (EYE) requirement, AP and other test credits are not counted toward the 24 transfer credit cut off.

Transfer credit for the Ethical Inquiry and the Core Electives requirements must be at the intermediate to advanced level (normally 200-level or above).

Prior Baccalaureate Degree
Students who have completed one baccalaureate degree from a regionally accredited institution and are undertaking work for a second baccalaureate degree are not required to satisfy Core curriculum requirements.

Prior Associate of Arts Degree in Liberal Studies/Liberal Arts
With the exception of the capstone and any other specific courses required by their major, USM Core requirements are waived for students who have completed an associate of arts in liberal studies or liberal arts from a regionally accredited community or other college. This policy does not apply to any other associate degrees.

General Education Transfer Block for Students Transferring from the Maine Community College System
To facilitate transfer from the MCCS to USM, a general education transfer block is in effect beginning fall 2016. Students complete with a grade of C minus or better a block of at least 34 credit hours of specified general education requirements at any Maine Community College and satisfy a corresponding block at USM. For students with a completed block verified by a Maine Community College, USM requires no additional general

education credits, except the capstone and any specific courses required by the student's USM major. Students should contact the registrar at their Maine Community College for information on verification of block completion.

General Education Transfer Block for Students Transferring within the University of Maine System
To facilitate transfer within the University of Maine System, a general education transfer block is in effect beginning fall 2015. Students complete with a grade of C minus or better a block of at least 35 credit hours of specified general education requirements on any University of Maine System campus, and satisfy a corresponding block on any other UMS campus. Up to 10 additional credits may be required by the receiving campus. For students with a verified completed block, USM requires no additional credits, except the capstone and any specific courses required by the student's USM major. Students should contact the registrar at their UMS campus for information on verification of block completion.

Articulation Agreements
Students participating in any of USM's Transfer Articulation Agreements with partner institutions should contact the Transfer Coordinator at their Maine Community College, or the USM Office of Admissions for information about Core Curriculum requirements and Articulation.

Students with Catalog Year Prior To 2011 (back to top**)**

Students whose Core requirement term (career term in MaineStreet) is prior to 2011 should consult the undergraduate catalog associated with their career year. Students whose Core requirement term (career term) is fall 2011 or after must complete the USM Core requirements as outlined here.

Returning/reactivating USM students who completed the Core requirements associated with their previous Core requirement term may have their Core requirement (career) term set to a pre-fall 2011 date. Email the Assistant Provost for additional information.

Courses Approved to Satisfy USM Core Requirements

Lists of courses that satisfy the requirements appear below by requirement area. Please consult with your advisor or use Class Search in Maine Street to determine the availability of Core courses in any given semester.

- Entry Year Experience
- College Writing
- Quantitative Reasoning
- Creative Expression
- Cultural Interpretation
- Science Exploration
- Socio-cultural Analysis
- Ethical Inquiry, Social Responsibility, and Citizenship
- Core Electives
- Diversity
- International
- Engaged Learning
- Capstone

Entry Year Experience

Entry Year Experience courses engage students in exploration of significant questions about human culture and the natural world. The courses facilitate the students' transition to college by engaging them in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives.

EYE 104 College and Community
EYE 105 Life is a Matrix
EYE 108 Culture, Identity and Education
EYE 109 Gender, Representation, and Resistance
EYE 111 A World of Words
EYE 112 The Built Environment: Energy
EYE 118 Musician's Health: A Path to Peak Performance
EYE 123 Our Brains at Play
EYE 129 The Chicken Course
EYE 130 Discovering The Business of Sport

EYE 131 Northern Forest Canoe Trail
EYE 199 Topics
HON 101 Honors Entry Year Experience
RSP 103 Culture, Community, and the Environment

College Writing (back to top)

College Writing introduces students to practices and conventions of expository academic writing. Students read expository writing and use the ideas they encounter to develop and refine their own arguments and perspectives. Students learn how thinking and writing change through the processes of reading, drafting, rereading, revision, editing, and proofreading. At the end of the semester, students in College Writing demonstrate an understanding of sentence structure and syntax as central to meaning. Students can compose, in coherent and correct written English, essays that reflect a point of view, engage with readings, and focus on a central thesis or project.

ENG 100 College Writing
ENG 101 Independent Writing
ESL 100 College Writing
HON 100 Thinking and Writing in Honors
RSP 100 Russell Scholars Writing I

These college writing courses are considered equivalents and may not be repeated for credit. These courses will follow the USM repeat policy as outlined in the Academic Policies section; repeated courses will replace the credits associated with the previously completed course and the previously completed course will be eliminated from GPA calculations.

Quantitative Reasoning (back to top)

Students in Quantitative Reasoning courses will learn introductory quantitative concepts and skills that are necessary for problem-solving and informed decision-making in everyday life. These skills include mathematical reasoning; computation; and the analysis, interpretation, and evaluation of data.

ECO 120 Lying with Graphs
ESP 123 Environmental Problem Solving
GEO 107 Maps and Math
GEO 270 Mapping People and Environments
GYA 202 Research Methods
HON 105 An Interdisciplinary Introduction to Logic and Mathematics
LOS 120 Statistics for Informed Decision-Making
MAT 105 Mathematics for Quantitative Decision-Making
MAT 120 Introduction to Statistics
MAT 140 Pre-Calculus Mathematics
MAT 148 Applied Calculus
MAT 152 Calculus A
MAT 210 Business Statistics
PHI 205 Symbolic Logic
POS 102 People and Politics
PSY 201 Statistics in Psychology
SOC 307 Quantitative Research Methods

Creative Expression (back to top)

Creative Expression courses engage students in learning the value of the creative process, using it for developing talents and interests in the arts, and learning a set of skills that will enable them to engage in creative thinking in non-arts aspects of their lives.

ART 124 Cre8: The Art of Creativity
ART 141 2-D Design
ART 142 Surface, Space, Time (3D)
ART 151 Drawing I
CMS 150 The Writing Process
CMS 203/204 Introduction to Video Production
CMS 205 Illuminated Autobiography
ENG 201 Creative Writing
ENG 202 Memoir and Autobiography
ENG 301 Poetry Writing
ENG 302 Fiction Workshop I

ENG 303 Fiction Workshop II
HON 207 Illuminated Autobiography
MUS 101 University Chorale (3 cr)
MUS 110 Music Fundamentals
MUT 201 Music Theory and Aural Skills
RSP 101 Russell Scholars Creative Writing
SCI 104 Basic Photography
THE 102 Acting for Non-Majors
THE 103 Contemporary Dance I
THE 136 Fundamentals of Design and Technology
THE 139 Theatrical Makeup
THE 170 Public Speaking
THE 175 Oral Interpretation
THE 203 Musical Theatre Dance
THE 232 Production/Stage Management
THE 334 Costume Design

Cultural Interpretation (back to top)

Cultural Interpretation courses engage students in the close analysis and interpretation of cultural representations to learn how people make sense of themselves and their world. Students critically evaluate and develop arguments about cultural representations or the contexts that produce them or give them meaning.

ANT 280 Prehistoric Art
ARA 101 Beginning Arabic I
ARA 102 Beginning Arabic II
ARA 201 Intermediate Arabic I
ARA 202 Intermediate Arabic II
ARH 111 Art History: Prehistoric through Medieval
ARH 112 Art History: Renaissance to the Present
ASL 101 Beginning American Sign Language I
ASL 102 Beginning American Sign Language II
ASL 201 Intermediate Sign Language I
ASL 202 Intermediate Sign Language II
CHI 101 Beginning Chinese I
CHI 102 Beginning Chinese II
ECO 105 A Novel Approach to Economics
ENG 140 Reading Literature
ENG 145 Literature and History
ENG 245 Introduction to Cultural Studies
ENG 262 Poetry
FRE 101 Beginning French I
FRE 102 Beginning French II
FRE 201 Intermediate French I
FRE 202 Intermediate French II
GER 101 Beginning German I
GER 102 Beginning German II
GER 201 Intermediate German I
GER 202 Intermediate German II
HON 102 Honors Cultural Interpretation
HON 202 Honors Cultural Interpretation
ITA 101 Beginning Italian I
ITA 102 Beginning Italian II
LAT 101 Beginning Latin I
LAT 102 Beginning Latin II
LAN 101 Beginning Language I
LAN 102 Beginning Language II
LAN 201 Intermediate Language I
LAN 202 Intermediate Language II
LOS 210 Creative Critical Inquiry into Modern Life
MUH 105 Multicultural Perspectives of American Popular Music and Jazz
MUH 222 Music until 1900
MUS 100 Music Appreciation and History
MUS 102 Music of the Portland Symphony

MUS 103 Introduction to Jazz
MUS 204 Rock and Roll: Subversive or Submissive
PHI 101 Free Will and Determinism
PHI 102 Introduction to Philosophy: Quest for Certainty
PHI 103 Introduction to Philosophy: Human Alienation
PHI 105 Introduction to Philosophy: Philosophy through Its History
PHI 106 Introduction to Philosophy: Why Philosophize?
PHI 107 Introduction to Philosophy: World Philosophy
PHI 109 Introduction to Philosophy: Law, Politics, and Society
PHI 110 Introduction to Philosophy: Sex, Gender, and Society
PHI 111 Introduction to Philosophy: Philosophical Reading (and Writing)
PHI 112 Introduction to Philosophy: Feminist Perspectives
PHI 310 History of Ancient Philosophy
PHI 320 History of Medieval Philosophy
PHI 330 History of Early Modern Philosophy
PHI 360 Existentialism
PHI 370 Analytic Philosophy
PHI 390 Hermeneutics
RSP 205 Exploring Culture: On Campus and Off
SPA 101 Beginning Spanish I
SPA 102 Beginning Spanish II
SPA 201 Intermediate Spanish I
SPA 202 Intermediate Spanish II
THE 101 Introduction to Theatre
THE 109 The Art of Dance
THE 150 Play Analysis
THE 201 Cultural History of Theatre
WGS 201 Women, Knowledge, and Power

Science Exploration (back to top**)**

To think like a scientist, students must know how science knowledge is created and interpreted. In a Science Exploration course, content should serve as a vehicle to illustrate how experiment, observation, and critical evaluation drive scientific understanding and progress. Science literacy and quantitative reasoning skills will be developed as tools to interpret and apply to natural processes. The Science Exploration course should give the student an appreciation of the applications and limitations of a science that investigates natural processes. To satisfy the Science Exploration requirement, the student must successfully complete the lecture and corresponding lab.

ANT 104 Archaeological Science
ANT 204 Gulf of Maine: Archaeology, Ecology, and Environmental Change
AST 100 Astronomy
AST 103 Astronomy: Activities and Experiments
BIO 101 Biological Foundations
BIO 102 Biological Experiences
BIO 103 Introduction to Marine Biology
BIO 104 Marine Biology Laboratory
BIO 107 Biological Principles II: Evolution, Biodiversity, Ecology
CHY 113 Principles of Chemistry I
CHY 114 Laboratory Techniques I
ESP 101 Fundamentals of Environmental Science
ESP 102 Fundamentals of Environmental Science Laboratory
ESP 125 Introduction to Environmental Ecology
ESP 126 Introduction to Environmental Ecology Lab
GEO 102 Physical Geography
GEY 100 Volcanoes, Earthquakes, and Moving Plates
GEY 101 Lab Experiences in Geology
HON 200/201 Honors Science Exploration and Lab
LIN 185/186 Introduction to Linguistics and Lab
PHY 101 Introduction to Physics
PHY 102 Introduction to Physics Laboratory
PHY 111 Elements of Physics I
PHY 114 Introductory Physics Laboratory I
PHY 121 General Physics I
RSP 204 Gulf of Maine: Archeology, Ecology, and Environmental Change
SCI 107 Biological Principles II with Lab

SCI 130 The Biology of Human Health with Lab
SCI 170/171 Human Anatomy and Lab
SCI 230 Environmental Science, Policy, and Sustainability with Lab
SCI 250 Applied Physics

Socio-cultural Analysis (back to top**)**

Socio-cultural Analysis courses engage students in the examination of sociocultural systems and phenomena over time and across cultures. Students learn to use conceptual frameworks that shed light on human behavior in social contexts. This includes examination of influences on and effects of behavior associated with public and private roles students may experience.

ANT 101 Anthropology: The Cultural View
ANT 201 Human Origins
ANT 202 Origins of Civilization
ANT 220 Indigenous Communities of North America
ANT 230 Hunters and Gatherers
ANT 232 The Anthropology of Sex and Gender
ANT 233 Food and Culture
CMS 102 Introduction to Communication
CRM 100 Introduction to Criminology
ECO 100 Introduction to Economics
ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ECO 103 Critical Thinking about Economic Issues
ECO 104 U.S. in the World Economy
ECO 106 Economic, Social, and Cultural Change
ECO 108 Economic Journalism
ENG 334 Literacy Studies
GEO 101 Human Geography
GEO 103 Human-Environmental Geography
GEO 104 World Regional Geography
GEO 120 Geography of Maine
GEO 203 Urban and Regional Development
HON 103 Honors Socio-Cultural Analysis
HON 203 Honors Socio-Cultural Analysis
HRD 200 Multicultural Human Development
HTY 101 Origins of Mediterranean Civilizations to 750 CE
HTY 102 World History from 750 CE
HTY 131 U.S. History to 1877
HTY 132 U.S. History since 1877
HTY 141 African-American History to 1865
HTY 142 African-American History from 1865
HTY 152 The Islamic Near East
HTY 171 Traditional East Asia
HTY 172 Modern East Asia
LOS 310 Science, Technology, and Society
LIN 112 The Birth of a Language
LIN 185 Language, Mind, and Society
LIN 201 Language Acquisition
LIN 203 Introduction to the Deaf World
POS 101 Introduction to American Government
POS 102 People and Politics
POS 104 Introduction to International Relations
POS 205 Introduction to Comparative Politics
RSP 102 Russell Scholars Seminar: Self and Communication
SBS 200 Multicultural Human Development
SBS 220 US Democracy: Origins and Development
SOC 100 Introduction to Sociology
SOC 210 Critical Thinking about Social Issues
SWO 250 Introduction to Social Welfare
TAH 101 Introduction to Tourism and Hospitality
THE 201 Cultural History of Theatre
WGS 101 Introduction to Women and Gender Studies

Ethical Inquiry, Social Responsibility, and Citizenship (back to top)

Ethical Inquiry, Social Responsibility, and Citizenship courses focus on a theme that engages students in critical reflection on their responsibilities for informed decision-making and action in their public and private roles. They require students to frame, analyze, and evaluate ethical issues, as well as to articulate and evaluate their own viewpoints and actions in relation to the ethical frameworks introduced. Some majors may require students to complete specific courses to satisfy this requirement. See the relevant department's section of the catalog for more information.

ADS 300 Ethics and Youth with Exceptionalities
ANT 301 Global Issues in Travel and Tourism
ANT 320 Anthropology and the Museum
ARH 312 Art as Social Action
BUS 347 Triple Bottom Line Business
CMS 323 Understanding Technology
CMS 360 Ethical Dilemmas in the Digital Age
COR 301 Thoughtful Giving: Philanthropy and American Culture
COS 398 Professional Ethics and Social Impact of Computing
EDU 310 What is the Purpose of Education in a Democracy?
ENG 348 Empire, Ethics and Globalization
ESP 200 Environmental Planning
ESP 212 Environmental Ethics
ESP 308 Global Environmental Problems and Sustainability
FSP 200 Food and Social Justice
GEO 209 Introduction to Land Use Planning
GEO 210 Planning Maine Communities
HON 310 Honors Global Ethical Inquiry
HTY 346 The Civil Rights Movement
LIN 410 Ethical Decision Making in ASL/English Interpreting
MUE 310 Proseminar 5 Internship
MUH 329 Devils, Dwarfs, and Dragons
PHI 211 Media Ethics
PHI 212 Environmental Ethics
PHI 221 Philosophy of Film
PHI 235 Philosophy of Social Media
PHI 240 Political Philosophy
PHI 241 Philosophy and Politics of Work
PHI 245 Africa, Social Justice, and Exile
PHI 275 Compassion
PHI 285 Genetics and Society
PHI 291 Death and Dying
PHI 295 Medicine, Madness, and Disease
PHI 312 Morality in African Literature and Film
POS 280 Issues Before the United Nations
RSP 325 Into the Wild
SBS 368 Transitioning Cultures: Ethical Conflicts in Post-Military Life
SBS 370 Toward a Global Ethics
TAH 301 Global Issues in Travel and Tourism
THE 375 Performance Art
WGS 380 Politics of Difference

Core Electives (back to top)

Students complete 9 credits of advanced electives at the 200-level or above and from subject areas outside the primary subject area of the student's major. Overlaps are not allowed between advanced electives and courses that satisfy lower division Core requirements in CE, CI, SCA, SE or QR. Courses carrying those designations are excluded from Core Electives. Students may complete a second major, a minor, an academic certificate or a thematic cluster to satisfy their Core Electives. Approved transfer courses from all disciplines at the 200-level and above are applied to this requirement.

Diversity (back to top)

Courses that satisfy the diversity requirement engage students in critical examination of and self-reflection on issues of difference and diversity. In the context of the course topic, the diversity requirement will enhance students' analytic sophistication about issues related to difference and diversity and will foster the interpersonal skills necessary for engaging with diverse populations within the U.S. or in other parts of the world.

ANT 101 Anthropology: The Cultural View
ANT 103 Introduction to Archaeology
ANT 232 Sex and Gender
ANT 450 African American Historical Archeology
ARH 310 Art History: Cross Cultural Perspectives
ARH 311 Gender Identity and Modern Art
EDU 305 Foundations of Cultural and Linguistic Diversity
ENG 383 Harlem Renaissance
EYE 104 College and Community
EYE 109 Gender, Representation and Resistance
GEO 202 Making a Living
GEO 402 Urban Geography
HON 103 Cultural and Historical Perspectives on Poverty
HTY 131 U.S. History to 1877
HTY 141 African American History to 1865
HTY 142 African American History from 1865
HTY 143 Native American History, 1400-2000
HTY 144 Indigenous Peoples in the Atlantic World
HTY 352 Gender in Native North America
LIN 185 Language, Mind, and Society
LIN 203 Introduction to the Deaf World
LOS 316 Diversity in Organizations
MUH 105 Multicultural Perspectives on American Popular Music and Jazz
MUH 325 History of Musical Theatre in America
NUR 326 Dominican Republic Community Nursing
NUR 327 Dominican Republic Community Nursing
NUR 339 Community Nursing Partnerships I
NUR 341 Community Nursing Partnerships II
NUR 419 Community Nursing Partnership
NUR 436 Community Nursing Partnership I
NUR 437 Community Nursing Partnership II
PHI 220 Philosophy of Art
PHI 245 Africa, Social Justice, and Exile
PHI 312 Gender in African Film and Literature
POS 104 Introduction to International Relations
POS 280 Issues Before the United Nations
POS 334 Race and Ethnicity in U.S. Politics
PSY 315 Psychology of Human Sexuality
PSY 316 Psychology of Gender
SBS 300 Deviance and Social Control
SBS 316 Diversity in Organizations
SBS 345 Diversity: Many Voices
SED 335 Students with Exceptionalities in General Education
SOC 371 Sociology of Race and Ethnicity
SWO 365 Examining Oppression and Valuing Diversity
THE 201 Cultural History of Theatre
WGS 101 Introduction to Women and Gender Studies
WGS 201 Rethinking Gender and Culture
WGS 380 Politics of Difference
WGS 390 Contemporary Feminist Theories

International (back to top)

Courses that satisfy the international requirement help students become world-minded learners who are knowledgeable about and have a comparative understanding of international social, political, economic or cultural issues in context. Courses that satisfy this requirement develop students' knowledge and skills in relation to international issues of relevance to the course topic and focus. Study abroad involving an academic experience may be used to satisfy the International requirement. Advanced submission or syllabi or other documentation sent to the Office of International Programs is required to confirm that the program in question satisfies this requirement.

ANT 103 Introduction to Archaeology
ANT 105 Society, Environment, and Change
ANT 232 Sex and Gender
ANT 255 Cultures of Africa
ANT 262 Women, Arts, and Global Tourism

ANT 280 Prehistoric Art
ARH 111 Art History: Prehistoric through Medieval
ARH 112 Art History: Renaissance to the Present
BUS 335 International Business
BUS 361 International Marketing
CMS 286 History of International Cinema to 1945
EDU 310 What Is the Purpose of Education in a Democracy?
ENG 326 Women and Islam
ENG 397 Irish Film
ESP 275 Energy Use and Societal Adaptation
ESP 308 Global Environmental Problems and Sustainability
GEO 101 Human Geography
GEO 103 Human-Environment Geography
GEO 104 World Regional Geography
GEO 105 Society, Environment, and Change
GEO 170 Global History
GEO 202 Making a Living
GEO 203 Urban and Regional Development
GEO 285 Global Environmental Issues and Sustainability
GEO 481 Megacities and Global Planning
HTY 101 Origins of Mediterranean Civilizations to 750 CE
HTY 102 World History from 750 CE
HTY 171 Traditional East Asia
HTY 172 Modern East Asia
HTY 377 Chinese Thought
HTY 388 Revolutions of Modern China
HTY 390 Traditional Japan: Court and Warriors
HTY 391 Japan's Rise and Fall as a World Power
ITP 230 Project Management
LIN 112 Birth of a Language in Nicaragua
LOS 470 Leadership Abroad
MUH 222 Music History Survey I
PHI 220 Philosophy of Art
PHI 221 Philosophy of Film
PHI 245 Africa, Social Justice, and Exile
PHI 312 Gender in African Film and Literature
POS 104 Introduction to International Relations
POS 245 French Politics and Government
POS 280 Issues Before the United Nations
POS 445 MeMUNC Conference Planners
SBS 370 Toward a Global Ethics
SBS 470 Leadership Abroad
SPA 202 Intermediate Spanish II
SWO 344 Costa Rica
TAH 301 Global Issues in Travel and Tourism
TAH 307 Bermuda Cruise: The Tourism Industry and You
THE 201 Cultural History of Theatre

Engaged Learning

Engaged learning experiences allow students to bring theory to practice by applying their knowledge, skills, and abilities in contexts beyond the traditional classroom, through sustained and focused application, reflection, and collaboration. Engaged learning courses generally involve time commitments off campus or in other non-classroom settings. Variable credit and pass/fail options allowed. Engaged Learning courses may carry more than one Core designation and satisfy more than one Core requirement. See Maine Street class search for course options.

Capstone (back to top**)**

The capstone experience engages students with a significant theme, issue, topic, or problem. The capstone requires the development of a substantial oral, written, creative, or applied final project that integrates disciplinary learning with general education and the perspectives of other disciplines. As the concluding experience, the capstone provides opportunities for students to think about how their education at USM, especially in the major, informs their future academic, professional and personal lives. See the section of this catalog pertaining to your declared major for information on capstone courses.

Entry Year Experience Course Descriptions

EYE 104: College and Community
Students explore significant questions about justice, sustainability, democracy, and difference in relation to their own experiences and the experiences of others. Students link their own "stories" -- what has brought them to this point in their personal, academic, and professional lives -- with the habits of mind needed for success in college, career, and global citizenship.

EYE 105: Life is a Matrix
Contrary to our assumptions, we *do* use mathematics in everyday life: we calculate personal benefits when deciding who to vote for; we consider proportions when drawing, cooking, and calculating drug dosage, to name a few examples. Mathematics is integral to our lives. This introductory seminar will use first hand examples from the social sciences, the arts, humanities and natural sciences to demonstrate how pervasive mathematics is in our lives. This course is a great opportunity for students to see the applications of mathematics in their daily lives.

EYE 108: Culture, Identity and Education
This course focuses on the interrelationships among group affiliation, a quest for inquiry and learning, one's role in society, and one's personal identity. The course explores the basic questions of Who are you? What/who has influenced who you are and whom you wish to become? Students will engage in a personal examination of culture and education as components of personal identity. Drawing on concepts from sociology and educational psychology, students will analyze educational materials, settings, aims, and procedures, compare these to their own successes or challenges with institutional learning, and frame their future learning goals.

EYE 109: Gender, Representation and Resistance
This course will examine the fundamental impact of gender on human activity—artistic, scientific, religious, economic, political, legal, and linguistic. Drawing on many disciplines we will explore constructions of gender in many cultures and throughout history. Questions of focus will include: What is gender? How is gender practiced and represented historically and cross-culturally? How have people redefined and altered its representations and meanings? How do social institutions distribute power, resources, and status based on gender? How do the mass media, education, and political discourse shape gender constructions? How have gender resistance and transgression changed accepted gender practices and representations?

EYE 111: A World of Words
A World of Words examines the relationship between language, power and the environment from a variety of perspectives. We will examine "what's in a word" to raise awareness about things we take for granted such as where words come from, how language shapes experience and is shaped by it, how languages live and die, and how human language compares with non-human forms of communication. We will explore both our emotional investment in language and our relative unconsciousness about it.

EYE 112: The Built Environment: Energy
A substantial component of the world we live in is the built environment - the world that people have invented, designed, built and used. This EYE course focuses on a particular aspect of the natural and built environment- energy. Students learn what energy is, where various forms of energy come from, and how they are transformed and used. Forms of energy studied include fossil, solar, wind, hydro, biomass, and nuclear. Students study the social, economic, political and environmental issues related to the acquisition, processing and use of energy. In addition to lectures and discussions, students will engage in a team project. Students should have very basic algebra skills. Cr 3. ($150.00 course fee)

EYE 118: Musician's Health: A Path to Peak Performance
A practical course aimed at musicians in developing strategies for preparing themselves physically and psychologically to achieve their maximal performance potential. Students will learn the principles and practices of injury prevention, healthy lifestyle and practicing habits, performance psychology, and the interrelationship of physiology and psychology for the performing musician. **Co-requisite: For non-music majors: MUP 101, 102; for music majors: MUP 201, 202, or 203**.

EYE 123: Our Brains at Play
This course will explore how play and interpersonal experiences forge key connections in the brain. By examining "our brains at play" students devote equal time to the fields of interpersonal neurobiology and play studies. The course will build communicative competence through experiential and cooperative learning, community engagement opportunities, class discussions on topics of ethical and social importance, and oral and written assignments. Several times throughout the course, students will utilize a modification of the Lego Serious Play method, a kinesthetic and storytelling methodology, for understanding how and why the interpersonal neurobiology of play contributes to the well-being of individuals, relationships, and society.

EYE 129 The Chicken Course

This course is organized around three significant ways we encounter Chicken in our society: as food, as the object of policy and politics, and as cultural symbol. In the first part of the course, we explore the production of chicken for meat and eggs. Second, we look at Chicken as the object of local and global political debates, as in how we regulate the keeping of backyard chickens and large-scale poultry and egg producers, and in

global responses to bird flu. Finally, we explore the human love affair with Chicken in story, fable and folklore and in the sport of cockfighting to examine what Chicken and our relationships to them have to say about us as humans.

EYE 199: Topics
Each instructor uses a theme to engage students in exploration of significant questions about human culture and the natural world. The course facilitates student transition to college by engaging students in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives. Topics vary, but may include: food systems, race, creativity, entrepreneurship, sexuality, story-telling, war and peace, ethics, utopia, and others.

HON 101 Honors Entry Year Experience
Topics vary. Each instructor uses a theme to engage students in exploration of significant questions about human culture and the natural world. The course facilitates student transition to college by engaging students in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives. Co-requisites: College Writing, 1st year student, honors student (or permission).

RSP 103: Culture, Community, and the Environment
This seminar explores the inter-relationships between culture, community, and the environment from an educational, theoretical, and practical framework. It focuses on development as a person, as a learner, and as a member of a community. The course explores contemporary global issues from a dialectical perspective. It considers the values and approaches of different cultures in order to better understand the current problems facing any community which will include environmental damage and pollution, population growth, lifestyle impacts on the ecology, ethnic conflict, and other threats to cultural survival and ecological balance.

Honors Program Overview

Director: Rebecca Nisetich, Ph.D.

The Honors program offers small, dynamic courses that meet USM Core requirements, augment the learning in the major, and culminate in an interdisciplinary Honors Minor. Students *in any major* participate in honors by completing a specified set of courses and learning experiences.

Our seminar format enables close interaction with peers, individualized attention from excellent faculty, strengthened communication and critical thinking skills. Students develop thoughts and positions on complex, multi-faceted issues by considering diverse perspectives. Students achieve the confidence that comes from honing their ideas through questioning, conversing, writing, and research. Our interdisciplinary approach taps student curiosity and creativity while complementing any major.

Upper-division students can maximize their learning experience by completing an Honors academic internship, participating in one of our signature interdisciplinary or community-based learning courses, or writing an Honor Thesis. All students have the opportunity to complete an Honors Capstone course, which provides them with the necessary resources, structure and support to pursue their education, career, and life goals.

Honors is more than a set of stimulating courses; the honors community is a home for engaged learners. The Honors Center is a collegial space for study and relaxation. Students can partake in honors student activities, travel, and community service. Honors is meant to be a satisfying journey in which students rise to their potential as individuals and citizens – becoming the persons they want to be.

Honors courses are offered on the Portland and Gorham campuses. Residential students can choose to reside in the Honors Living-Learning Community in Anderson and Phillipi Halls. The Honors dorms include seminar classrooms, individual and small group study spaces, lounge areas, and faculty/staff offices. The Honors Center on the Portland campus offers seminar rooms, lounge space, student study space, and faculty/staff offices.

Please contact the Honors office to inquire about competitive Honors scholarships awarded to continuing students for thesis work and leadership activities. Also ask about program flexibility for students with demanding major requirements or study abroad plans. For additional information, visit **http://usm.maine.edu/honors**

Minor in Honors

Description

The Honors Minor is an interdisciplinary pathway through the USM Core Curriculum *and* the major. Honors students typically fulfill Core Curriculum requirements with Honors versions of these courses (e.g. EYE, CI, SCA, CE, QR, SE, etc.). All Honors students take HON 215: Thinking in Honors, an interdisciplinary research-based course that prepares students for signature work (including Honors Thesis, Capstone, independent research and creative projects). To complete the Minor, students may choose from a menu of discipline-specific and interdisciplinary Honors course offerings including Honors colloquia, Honors seminars (e.g. Design Thinking, Grant Writing, etc.), Honors internships, Honors independent studies, Honors study abroad, Honors thesis, and Honors capstone.

Program Requirements

Honors Minor requirements amount to one Honors course per semester. Honors students take Honors versions of Core Requirements.

For first-year students, this amounts to 8 Honors courses total (or 22 credits). This includes:

- HON 101: Honors Entry Year Experience. Cr 3.
- HON 215: Thinking in Honors. Cr 3. (required)
- HON 415: Honors Capstone. Cr 1. (required)
- 5 additional Honors courses of your choosing. Cr 3 each.

Note: Students who choose to complete an Honors Thesis will take the following 5 Honors courses:

- 2 Honors courses of your choosing. Cr 3 each.
- HON 410: Honors Thesis Workshop. Cr 3.
- HON 411: Honors Thesis I. Cr 3.
- HON 412: Honors Thesis II. Cr 3.

Students who do not choose to write an Honors Thesis will simply take any 5 Honors courses of their choosing.

For transfer students, the required number of Honors courses/credits depends on the number of credits transferred in. (See “Transfer Credits & Honors course/credit totals”)

Required courses for all transfer students include:

- HON 215: Thinking in Honors. Cr 3. (required)
- HON 415: Honors Capstone. Cr 1. (required)

Transfer Credits & Honors course/credit totals:

(all totals include HON 215 & HON 415)

- 15-29 Transfer Credits - 7 Honors courses/19 credits total
- 30-44 Transfer Credits - 6 Honors courses/16 credits total
- 45-59 Transfer Credits - 5 Honors courses/13 credits total
- 60+ Transfer Credits - 4 Honors courses/10 credits total

Honors Course Descriptions

USM Core requirements met by Honors courses:

- Entry-Year Experience (EYE): HON 101
- Quantitative Reasoning (QR): HON 105
- Creative Expression (CE): HON 107, HON 207
- Cultural Interpretation (CI): HON 102, HON 202
- Scientific Exploration (SE): HON 200/201
- Socio-Cultural Analysis (SCA): HON 103, HON 203
- Ethical Inquiry, Social Responsibility, and Citizenship (EISRC): HON 310
- Diversity (D): HON 103, HON 203, some HON 101
- International (I): HON 195, HON 310

Course Descriptions

HON 100 - Honors College Writing: This course combines the basic mechanics of a college writing course with the development of skills fundamental to all other work in Honors. The course is recommended for all entering Honors students. Prerequisite: Honors Minor (or permission). Cr. 3

HON 101 - Honors Entry-Year Experience [EYE]: Each instructor uses a theme to engage students in exploration of significant questions about human culture and the natural world. The course facilitates student transition to college by engaging students in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives. Corequisites: College Writing, first year student, Honors Minor (or permission). Cr. 3

HON 102/HON 202 - Honors Cultural Interpretation: Cultural Interpretation courses engage students in the close analysis and interpretation of cultural representations to learn how people make sense of themselves and their world. Students critically evaluate and develop arguments about cultural representations or the contexts that produce them or give them meaning. Prerequisite: Honors Minor (or permission). Cr. 3

HON 103/HON 203 - Honors Socio-Cultural Analysis: Socio-cultural Analysis courses engage students in the examination of sociocultural systems and phenomena over time and across cultures. Students learn to use conceptual frameworks that shed light on human behavior in social contexts. This includes examination of influences on and effects of behavior associated with public and private roles students may experience. Prerequisite: Honors Minor (or permission). Cr. 3

HON 105 - Interdisciplinary Introduction to Logic & Mathematics This course is an introduction to logic and mathematics. It is an unusual introduction, since it transforms history, philosophy, social thought, literature, and the arts into paths for understanding logical and mathematical concepts and systems. Therein lies the course's interdisciplinarity. These concepts and systems will be deployed to solve basic problems in everyday life and in academic research, from formally representing arguments found in scholarly texts to determining the odds of winning a hand in a game of chance to assessing scientific hypotheses. Special emphasis will be placed on developing the skill of detecting logical and statistical fallacies. Finally, the scope and limits of logical and mathematical systems will be studied. Prerequisite: any EYE course (or concurrent) and successful completion of the University's mathematics proficiency requirement. Cr. 3

HON 107/HON 207 - Honors Creative Expression: Creative Expression courses engage students in learning the value of the creative process, using it for developing talents and interests in the arts, and learning a set of skills that will enable them to engage in creative thinking in non-arts aspects of their lives. Prerequisite: Honors Minor (or permission). Cr. 3

HON 113 - Honors Principles of Chemistry I: A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course provides the basis for further study of chemistry. Pre- or corequisites: HON 101 (or concurrent), and MAT 108 (or concurrent) or MAT 140 (or concurrent) or MAT 152 (or concurrent) or permission. Cr. 3

HON 195 - Honors in Iceland Honors short-term travel courses are interdisciplinary and engaged learning opportunities that help students become global learners who can situate international social, political, economic and cultural issues in appropriate contexts. Courses help students develop functional learning, knowledge of cultural relativism, cultural sensitivity, interpersonal communication, etc. Students strengthen their knowledge and skills in relation to international issues of relevance to the course topic and focus. Each iteration of the course privileges experiential and applied learning opportunities. These courses are interdisciplinary, and are team taught by USM Honors faculty. Prerequisite: Honors Minor and completion of at least 2 Honors courses. Cr. 3

HON 200/201 - Honors Science Exploration (+Lab): To think like a scientist, students must know how science knowledge is created and interpreted. In a Science Exploration course, content serves as a vehicle to illustrate how experiment, observation, and critical evaluation drive scientific understanding and progress. Science literacy and quantitative reasoning skills will be developed as tools to interpret and apply to natural processes. The Science Exploration course gives the student an appreciation of the applications and limitations of a science that investigates natural processes. It combines concepts and methods of inquiry from multiple disciplines such as biology, chemistry, psychology, anthropology, ecology, history, or public policy. These explorations are synthesized by students in an independent project. To satisfy the Science Exploration requirement, the student must successfully complete the lecture and corresponding lab. Prerequisite: Honors Minor (or permission). Cr. 4

HON 215 - Thinking in Honors: This course has 2 major goals: first, to engage students in planning their intellectual path through USM and beyond; second, to gain the necessary skills for success in upper level Honors courses and to develop their own signature works. Students will be introduced to the interdisciplinary nature of knowledge. By the end of the semester, students will be able to critically review literature, understand intellectual property rights, and navigate research participant safety issues. Students will be introduced to a variety of research methods and learn the processes for funding, presenting, and publishing intellectual inquiry. We will explore ethics and values in research and scholarship. In short, this course offers an extended exploration of how we learn what we need know. Our hope is that students in this course will develop a supportive group of intellectual peers and to chart an academic path from themselves in the USM Honors Program and beyond. Prerequisite: sophomore standing and Honors Minor. Cr. 3

HON 299 - Honors Topics: [Core designations vary by topic] Honors program electives include departmental courses that embody the Honors experience. Honors students typically share the course with students majoring in course-related disciplines. The course may be repeated for credit when topics differ. Prerequisites vary by course topic, but include Honors Minor (or permission). Cr. 3

HON 310 - Honors Ethical Inquiry, Social Responsibility, and Citizenship: Ethical Inquiry, Social Responsibility, and Citizenship courses focus on a theme that engages students in critical reflection on their responsibilities for informed decision-making and action in their public and private roles. They require students to frame, analyze, and evaluate ethical issues, as well as to articulate and evaluate their own viewpoints and actions in relation to the ethical frameworks introduced. Prerequisite: Honors Minor (or permission). Cr. 3

HON 311 - Honors Community-Based Learning: Interdisciplinary seminars with a significant service-learning component. With the support of the faculty of record and the Office of Service Learning and Volunteering, these courses provide deep, meaningful opportunities for community-based learning. Students from across the university are welcome to enroll in these courses, regardless of major. Prerequisite: Honors Minor (or permission). Cr. 3.

HON 321 - Honors Internship: Students receive permission from the honors director, locate an internship placement with support from Career Development, and develop a learning contract. Prerequisite: sophomore standing and Honors Minor (or permission). Cr. 3

HON 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. Prerequisite: NUR 302; Concurrent with NUR 323/325. Cr 3.

HON 331 - Honors Directed Research: This optional course allows an Honors student with interests in a particular subject area to research that

area under the direction of a faculty supervisor. The research may be carried out in any subject area. Prerequisites: Honors Minor and permission. Cr. 1-3

HON 335 - Working with Writers I: This seminar provides an introduction to writing center pedagogy and composition theory and practice. It is designed to provide content and technical training for Writing Assistants (tutors) and students who are interested in working with writers. Class meetings also provide a venue for group discussion of tutoring experiences. This class may be taken up to three times (for a total of three credits) and fulfills the USM Engaged Learning Requirement. Prerequisite: HON 100 or ENG 100. Permission of instructor required. Cr. 1.

HON 338 - Working with Writers II: This one-credit practicum provides an intermediate level examination of writing center theory and practice. It is designed to provide content and technical training for experienced Writing Center tutors. Class meetings also provide a venue for group discussion of tutoring experiences. Upon completion of the course, students are eligible for Level 3 College Reading and Language Association (CRLA) certification. Prerequisite: HON 335. Permission of instructor required. Meets 1 hour a week. Cr. 1. May be taken three times.

HON 363 - Human Factors in Regulatory Compliance and Social Policy: Introduces classic and contemporary theory within psychology, sociology, anthropology, and legal studies to understand why regulations exist and how human beings create, respond to, and navigate them. Students learn about core constructs that impact both individual and group-level (e.g., corporate) decision-making and policy making, and to use these analytical frameworks to understand the role of poverty, affluence, education, and governmental structure on how regulatory control is created and sustained within social systems. Prerequisite: Honors Minor (or permission). Cr. 3

HON 387 - Design Thinking: This course introduces students to the 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. These “wicked” challenges are the big, difficult problems that businesses and the world face that require creative and innovative solutions, including issues associated with climate change, gender and race discrimination in employment, and an aging workforce. Students will apply what they learn to create, develop, and assess an innovative, entrepreneurial idea. Prerequisite: Honors Minor (or permission). Cr. 3

HON 415 - Honors Capstone: This one-credit add-on augments any regular three-credit Capstone course by allowing students to reflect on their learning in previous Honors and other Core Curriculum courses. Students will assess how skills and perspectives first developed in general education are informing their Capstone projects as well as project forward how they will use their undergraduate education as participants in future academic, professional, and political communities. Students will meet as a support and discussion group as well as write reflections and present their Capstone work to an outside audience. Prerequisite: senior standing and Honors Minor. Cr. 1

Thesis Sequence

HON 410 - Honors Thesis Writing Workshop: Honors students have the option to complete a multiple-semester Honor thesis project. In the first-semester workshop, each student develops research skills, shapes a preliminary idea into a formal thesis proposal, and organizes a faculty committee to advise the student in HON 411/412. Course may be taken for credit twice. Prerequisites: junior standing, and Honors Minor (or permission). Cr. 3

HON 411 - Honors Thesis I: In the second semester, students independently execute the plan developed in HON 410, under the guidance of the thesis committee. The emphasis is on in depth reading, field work as applicable, and completion of the introductory thesis chapter and literature review. Note: it is possible to complete the thesis in HON 411, without proceeding to HON 412. Prerequisites: HON 410 (B- or higher grade) and Honors Minor (or permission). Cr. 3

HON 412 - Honors Thesis II: In the third and final semester, still working with their thesis committee, students write their remaining chapters; submit a completed draft; substantially revise that work based on feedback; and present their work in an oral, public defense. Prerequisites: HON 411 and Honors Minor (or permission). Cr. 3

Russell Scholars Program

Director: Lisa M. Hibl, Ph.D., MFA - Hastings Hall, Gorham
Associate Director: Elizabeth K. Dodge, MFA - Hastings Hall, Gorham
Russell Scholars Faculty: Elizabeth K. Dodge; Timothy Wooten, MFA; Nathan Hamilton, Ph.D., Anthropology
Website: http://usm.maine.edu/rscholar

The Russell Scholars Program (RSP) is a residential, undergraduate learning community of highly motivated students and faculty dedicated to the achievement of educational goals through collaborative learning, out-of-class activities, and community building. The Russell Scholars Program is designed for students who wish to pursue their studies in a small, residential learning community, and who wish to receive close faculty mentoring. Russell Scholars will develop a commitment to learning and community awareness, experience with critical thinking, intercultural knowledge, personal and ethical integrity, and an ability to work as part of a team. Faculty mentors encourage students' curiosity and passion for the meaningful work of lifelong learning. Approximately 50 first-year students from all majors are admitted to the Russell Scholars Program each year.

Co-curricular and social activities enrich the learning community experience. Russell Scholars are encouraged to have optional out-of-state or out-of-country learning experiences for which they receive academic credit. First-year Russell Scholars are required to reside at Hastings Hall, a remodeled residence hall located on the Gorham campus. Here students can study, socialize, meet with mentors, and attend seminars, concerts, and readings. There are frequent opportunities for Russell Scholars, faculty members, and guests to discuss ideas and issues in a relaxed social setting. Frequently, the campus community is invited to visit Russell Scholars class activities and to see student projects.

To graduate as a Russell Scholar, a student must successfully complete 18 credit hours consisting of a combination of required and elective courses, including RSP 100, RSP 103, RSP 110, and RSP 402.

	Credits
RSP 100 College Writing	3
RSP 101 Creative Writing	3
RSP 103 (EYE) Seminar: Culture, Community, and Environment	3
RSP 110 Learning Community Laboratory (first semester, first-year students)	1
RSP 111 Learning Community Laboratory (second semester, first-year students)	1
RSP 204/ANT 204 Gulf of Maine	3
RSP 205 Exploring Culture, On Campus & Off	3
RSP 210 Learning Community Laboratory (first semester, second-year students)	1-3
RSP 211 Learning Community Laboratory (second semester, second-year students)	1-3
RSP 310 Learning Community Laboratory (first semester, third-year students)	1-3
RSP 311 Learning Community Laboratory (second semester, third-year students)	1-3
RSP 325 Into the Wild: Environmental Thinking 1960-present	3
RSP 400 Independent Study	1-3
RSP 402 Capstone Seminar	3
RSP 410 Learning Community Laboratory (first semester, fourth-year students)	1-3
RSP 411 Learning Community Laboratory (second semester, fourth-year students)	1-3

Core Curriculum Requirements

Most Russell Scholars courses satisfy the USM Core/General Education requirements. Students can complete six of the eight required USM Core courses in the Russell Scholars Program.

Departmental Major

Russell Scholars courses are not intended to be counted toward the number of credits that departments require for graduation as a major. Students enrolled in the Russell Scholars Program should consult with their departmental advisors concerning the use of Russell Scholars courses to satisfy departmental major requirements.

Admission to the Russell Scholars Program

1. Any full-time, residential student in good standing is eligible to apply to be a Russell Scholar for their first semester of college.
2. After your first semester of college, you are welcome to enroll in Russell Scholars courses without applying to the program as long as you are in good standing at USM.

Director, Russell Scholars Program
USMRSPdirector@maine.edu
(207) 780-5751

Associate Director, Russell Scholars Program
USMRSPassocdirector@maine.edu
(207) 780-5752

For more information and to apply, visit www.usm.maine.edu/rscholar/application

Russell Scholars Program Course Descriptions

RSP 100 Russell Scholars College Writing
This course introduces students to the style and standard of writing expected in college. Students read expository writings and use the ideas they encounter to develop and refine essays in response. Emphasis is placed on building the skills of critical analysis and the writing process, specifically reading, rereading, drafting, revision, editing, citation, and proofreading. Students are encouraged to integrate ideas from RSP 103 (EYE) into class discussions and individual essays, when appropriate. At the end of the semester, an RSP 100 student will be able to engage with complex readings and compose essays using language that is relatively free of sentence-level error. This course satisfies USM's Composition Core requirement. Fall semester. Cr 3.

RSP 101 Russell Scholars Creative Writing
Focusing on imaginative writing, this course helps students define and meet their writing goals. Through reading and writing assignments, along with lively class discussions, students increase their critical skills and writing fluency. The course emphasizes style, organization, and development, with some attention to mechanics. This course satisfies USM’s Creative Expression (CE) Core requirement. Cr 3.

RSP 103 (EYE) Russell Scholars Seminar: Culture, Community, and the Environment
With a few exceptions, all first-year Russell Scholars are required to take this course. This seminar explores the relationships between culture, community, and the environment from an educational, theoretical, and practical framework. It focuses on development as a person, as a learner, and as a member of a community by examining contemporary global issues from more than one perspective. We consider the values and approaches of different cultures in order to better understand the current challenges facing any community - population growth, natural resource use, economic pressures, environmental impact, and other threats to cultural survival and ecological balance. Students have the opportunity to engage in critical thought about how they might make an impact on the local level. Collaboration with peers is a valuable component of the course. This course satisfies USM’s Entry-Year Experience (EYE) Core requirement. Cr 3.

RSP 110 Russell Scholars Learning Community Laboratory
This forum for all Russell Scholars convenes bi-weekly in an informal environment to address topics such as campus issues, current events, and student interests. Russell Scholars Lab also takes students out of the classroom by integrating field trips to enhance the learning experience. This course satisfies USM’s first-semester Lab requirement. Cr 1-3.

RSP 111 Russell Scholars Learning Community Laboratory
RSP 111 is a continuation of RSP 110. Cr 1-3.

RSP 204 The Gulf of Maine: Archaeology, Ecology, and Environmental Change

The Gulf of Maine class describes the methods and theories used by archaeologists, geologists, marine scientists, environmental scientists, and policy makers to understand changes in human life ways and environmental conditions over time: excavation and interpretation of archaeological materials from maritime sites; understanding of species distribution and interaction over time; and policy making related to environmental change of the Anthropocene. Issues in coastal erosion, declining cod stocks, predator-prey relations, environmental restoration, and cultural heritage will be covered. Six integral laboratories will focus on the Gulf of Maine. Some attention will be given to specific topics such as regional climatic change, the Casco Bay Estuary Project, and research institutes focused on marine environments in the Gulf of Maine. This course satisfies USM's

Science Exploration (SE) Core requirement. Cr. Lec 3, Lab 1.

RSP 205 Exploring Culture, On Campus & Off

Exploring sites at USM and beyond, this course offers “open, accessible, inclusive, and welcoming” experiences of culture in the community. Students will visit gallery spaces, attend local theater productions, and practice their own culture making and critique. We’ll examine relationships between words and images, inspiration and expression, theory and design. As we engage with current examples in these venues, several questions arise: How does culture reflect and embody ideas and values? What is the role of the artist and the audience? How can we define cultural literacy? What are the ethics of looking? This course meets USM's Cultural Interpretation (CI) Core requirement. Cr. 3.

RSP 210 Russell Scholars Learning Community Laboratory
RSP 210 is a continuation of RSP 111. Cr 1-3.

RSP 211 Russell Scholars Learning Community Laboratory
RSP 211 is a continuation of RSP 210. Cr 1-3.

RSP 310 Russell Scholars Learning Community Laboratory
RSP 310 is a continuation of RSP 211. Cr 1-3.

RSP 311 Russell Scholars Learning Community Laboratory
RSP 311 is a continuation of RSP 310. Cr 1-3.

RSP 325 Into the Wild: Environmental Thinking 1960-the present
Considers the relationship of humans to the more-than-human world. Topics include wilderness idea, species interactions, sense of place. How can constructions of nature offset environmental threats? What role do individuals play in the health of the environment? How can we sustain a "sense of wonder" in the twenty-first century? This course satisfies USM’s Ethical Inquiry (EI) Core requirement. Cr 3.

RSP 400 Russell Scholars Independent Study
Cr. Var.

RSP 402 Russell Scholars Capstone Seminar: Community and Commitment
Graduation is getting closer. Join us to explore the questions that shape this pivotal moment: How can you put the passions of your academic major to work? What constitutes meaningful work? How can you become your best professional self as you make the transition from college to work? Class will focus on skills of professional interaction and communication, written and oral, leading to a structured experience with a community partner specializing in the support of New Mainer youth. Class time will also engage with readings and hands-on activities, featuring guests from the academic and professional world with emphasis on career readiness. Students will practice professionalism as they interact with the community, their instructors, and each other. Co-taught by the Director and Associate Director, the course provides a significant mentoring experience for you in your last semesters at University. This course satisfies USM’s Engaged Learning (EL) requirement. Cr. 1-3.

RSP 410 Russell Scholars Learning Community Lab
RSP 410 is a continuation of RSP 311. Cr 1-3.

RSP 411 Russell Scholars Learning Community Lab
RSP 411 is a continuation of RSP 410. Cr 1-3.

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 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 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, 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 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), and by HCE 643 Psychopharmacology, Substance-Related Disorders, and Integrated Co-Occuring Treatment for the Rehabilitation concentration of the graduate program (required)

SBS 303 Abnormal Psychology can be replaced by HCE 645 Diagnosis and Treatment Planning (required course in graduate program)

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

SBS 348 Responding to Mental Health Crisis in the Community can be replaced by HCE 644 Crisis Intervention (required course in graduate program)

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

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.

Required 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 succesful 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.
- Complete and submit a graduate application in the first semester of the fourth year of undergraduate study. This includes 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 application process may also require an interview at the request of the PPM faculty to confirm preparedness for professional studies at the graduate level. Follow any additional guidelines for MPPM applicants as outlined on the Graduate Admissions website.

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 (Accelerated Law students are strongly encouraged to complete their application by December 1 of the year before they intend to enter 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 at least three (3) letters of reference, one of which is 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 and serves as the intellectual core of the University by offering general education courses to all undergraduate students. The College houses graduate programs in music and creative writing and offers thirty undergraduate majors in the areas of fine and performing arts, humanities, and social sciences. Our nationally recognized faculty are engaged with our students typically in small classes and work one-on-one to enhance their knowledge through creative expression, scholarly interpretation, and research. Study abroad programs, internships, student research opportunities, service learning, and capstone courses enrich the undergraduate experience. Our classes are taught on the Portland, Gorham, Lewiston campuses, and online. Our College instills in our students the attributes of creative critical thinking, effective oral and written communication skills, and social values. By demanding teaching excellence and through a dynamic student-centered education, we prepare our students for responsible citizenship, participants in the creative economy, graduate studies, and challenging careers.

Departmental Organization

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

- Art
- Communication and Media Studies
- Criminology
- Economics and Sociology
- English
- History
- Music
- Philosophy and Liberal Studies-Humanities
- Political Science
- Theatre

Baccalaureate Degree Programs

Programs of study leading to a bachelor of arts (BA) degree are available in the areas listed below. In addition, bachelor of fine arts (BFA) is offered by the Art Department, bachelor of science (BS) is offered by the Department of Economics, and bachelor of music (BM) in performance and a bachelor in music education are offered by the School of Music.

Teacher education tracks are also available in Art, English, History, Liberal Studies-Humanities and Music.

- Art
- Communication
- Criminology
- Economics
- English
- History
- Liberal Studies-Humanities
- Media Studies
- Music
- Musical Theatre
- Philosophy
- Political Science
- Sociology
- Theatre

Requirements for all Baccalaureate Degree Candidates

To be eligible for a baccalaureate degree from the University, a student must meet the following minimum requirements:

- Core curriculum requirements
- Departmental or program requirements
- Minimum of 120 credits of accepted courses
- Minimum of 2.0 cumulative grade point average

Core Curriculum Requirements

Every baccalaureate degree student who is admitted to the University is required to meet the Core curriculum requirements, including college readiness courses if necessary. These are listed in the section on Core curriculum.

Departmental or Program Requirements

The College requires that every baccalaureate degree student fulfill the requirements of a major program as noted in the catalog section devoted to each department's majors. These requirements may be greater than the college minimum requirements.

Declaration or Change of Major

Students normally declare a major program prior to completing 53 credits. Students who wish to declare or change their major within the College must obtain a Change of Major form from the Registration & Scheduling Services Office. Students must have a USM GPA in good standing prior to declaring or changing a major within the College of Arts, Humanities, and Social Sciences.

Fine arts students, especially in the Department of Art and the School of Music, usually must begin their program earlier, owing to portfolio and audition requirements.

Selecting a major is an important and often difficult decision. Students who are undecided about a major should take courses in programs that interest them before making a final decision. It is recommended that students meet with a faculty member in the Department to request admission to the major and/or to ask questions about the appropriateness of the new major to their long-term goals. Students may also benefit from consulting Academic Advising for information.

Individual departmental or program requirements are described in the sections that follow. Students should note that not all courses listed and described in the following sections are offered each academic year. Consult the particular department or program for further information about the year and semester a specific course will be offered.

Other Educational Opportunities

Independent Study

Students who have an academic project that they feel would contribute significantly to their program may, with the approval of a faculty sponsor, the appropriate department, and the dean, apply for a semester of independent study. General guidelines for the independent study term may be obtained from departments.

Double Majors

Students interested in a double major should consult the appropriate departments and obtain a Declaration of Major form from the Registration & Scheduling Services Office.

College of Arts, Humanities, and Social Sciences Minors

Students interested in one or more minors should consult the appropriate departments and obtain a Declaration of Minor form from the Registration & Scheduling Services Office.

- Art History
- Audio and Video Production
- Book Arts
- Cinema Studies
- Communication and Media Studies
- Criminology
- Dance
- Economics
- English
- Food Studies
- Game Design
- History
- Labor Studies

- Music
- Philosophy
- Political Science
- Public and Professional Writing
- Public Relations
- Race and Ethnic Studies
- Religious Studies
- Social Media Activism
- Sociology
- Studio Art
- Theatre
- Writing

Teacher Certification

The College of Arts, Humanities, and Social Sciences offers an undergraduate pathway to teacher education.

Students who wish to prepare for a career in teaching at the elementary, middle, and secondary levels work with both the College of Arts, Humanities, and Social Sciences and the School of Education and Human Development in approved pathways that offer coursework and experiences at the undergraduate and post-baccalaureate levels.

Undergraduates who seek teacher certification in English, History, or Liberal Studies-Humanities follow these steps:

1. Undergraduate Level
    1. College of Arts, Humanities, and Social Sciences students complete a major in approved pathway programs (English, History, Liberal Studies-Humanities).
    2. In addition to a major in one of the above programs, students complete course work through the core requirements (including an educational themed cluster) and complete a professional year experience which includes methods courses, seminar, and internship.
2. Post-Baccalaureate Level
   School of Education and Human Development students must
    1. Complete the one-year certification program (approximately 33 graduate credits), and
    2. Complete the master of science in education degree (optional—an additional 18 credits taken over two years during the summer and on weekends).

Additional information on the Extended Teacher Education Program can be found in the School of Education and Human Development section of this catalog.

Graduate Programs in the College of Arts, Humanities, and Social Sciences

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), and a certificate of graduate study in Composing Together. Consult the University's graduate catalog for further information.

Majors, Minors and Certificates

Following is a list of the Majors, Minors, and Certificates offered by the College of Arts, Humanities, and Social Sciences. For complete information on individual programs, contact the relevant departmental office.

- Majors
- Minors
- Certificates

Majors

Arts

- BA in Art—Concentration in Art & Entrepreneurial Studies
- BA in Art—Concentration in Art History

- BA in Art - Concentration in Ceramics
- BA in Art - Concentration in Photography and Digital Art & Design
- BA in Art - Concentration in Painting and Drawing
- BA in Art - Concentration in Sculpture
- BFA in Art—Concentration in Art Education
- BFA in Studio Art - Concentration in Ceramics
- BFA in Studio Art - Concentration in Photography and Digital Art & Design
- BFA in Studio Art - Concentration in Painting and Drawing
- BFA in Studio Art - Concentration in Sculpture
- BA in Music
- BM in Composition
- BM in Music Education
- BM in Music Performance
- BM in Performance
- BM in Performance—Jazz Studies
- BM in Performance—Musical Theatre
- BM in Performance—Piano Pedagogy
- MM in Composition
- MM in Conducting
- MM in Jazz Studies
- MM in Music Education
- MM in Pedagogy
- MM in Performance
- BA in Theatre

Humanities

- BA in English
- BA in English - Secondary Teacher Education
- BA in History
- BA in History - Secondary Teacher Education
- BA in Liberal Studies-Humanities
- BA in Philosophy

Social Sciences

- BA in Communication
- BA in Media Studies
- BA in Criminology
- BA in Economics
- BS in Economics
- BA in Sociology
- BA in Political Science

Minors

- Art History
- Audio and Video Production
- Book Arts
- Cinema Studies
- Communication and Media Studies
- Creative Writing
- Criminology
- Dance
- Economics
- English
- Food Studies
- Game Design
- History
- Labor Studies
- Music
- Philosophy
- Political Science

- Public and Professional Writing
- Public Relations
- Race and Ethnic Studies
- Religious Studies
- Social Media Activism
- Sociology
- Studio Art
- Theatre

Certificates

- Public and Professional Writing

Minor in Labor Studies

Description

Director: Michael Hillard (Economics) mhillard@maine.edu

Committee: Lydia Savage (Geography-Anthropology) lsavage@maine.edu

The minor in labor studies examines many aspects of work and workers but focuses especially on the relationships among individual lives, work, class processes and dynamics, and capitalist development. The minor in labor studies addresses the practical problems of work, workers, and their organizations as well as broad conceptual and theoretical issues including, but not limited to, the relationships among labor, work, and class; a critical examination of class processes and dynamics; a critical examination of capitalist development; the intersections of class with race, ethnicity, gender, and generation; and historical perspectives on all of these topics.

The minor is an interdisciplinary program drawing on faculty and courses from economics, geography, history, arts and humanities, and sociology. Courses provide substantive knowledge of these disciplines and will help to develop critical thinking and analysis skills, writing and oral communication skills, and social science and historical research methods.

Because nearly every individual and organization deal with employees and work, there is constant demand for graduates with understanding and abilities in this area. Students will be prepared for careers in the private sector, labor unions, social services, and all levels of government.

Program Requirements

The minor in labor studies is available to students in any major within the University. Students wishing to pursue the minor must be in good standing with the University and submit a **Declaration of Minor** form to the USM Registrar's Office.

Select five of the following courses (15 credits):

ECO 220 U.S. Economic and Labor History
ECO 321 Understanding Contemporary Capitalism
ECO 323 U.S. Labor and Employment Relations
GEO 202 Making a Living
GEO 302 Gender, Work, and Space
GEO 303 Economic Geography
HTY 132 United States History Since 1877
HTY 357 The Gilded Age in America, 1869-1898
HTY 358 Early Twentieth-Century United States, 1898-1938
SOC 327 Social Movements
SOC 348 Sociology of Work
SOC 358 Sociology of Women's Work

Of the five courses, one must be "history-centered" (chosen from among the following: ECO 220, ECO 323, HTY 132, HTY 357, HTY 358); one must be "contemporary" (chosen from among the following: ECO 321, ECO 322, GEO 302, GEO 303, SOC 327, SOC 348, SOC 358); and one must be "international" (chosen from among the following: GEO 202, GEO 302, GEO 303, SOC 327, SOC 348).

Finally, students can apply no more than 6 credits from their major toward the minor in labor studies.

Art Overview

Chair of the Department: Hrenko, 109 Robie-Andrews, Gorham

Professors: Cassidy, Grant, Piribeck, Shaughnessy; Associate Professor: Hrenko; Assistant Professors: Barnes, Lee-Zimerle; Lecturers: Porobic

Director of Exhibitions and USM Art Galleries: Eyler; Environmental Safety and Technology Technician: Walsh; Administrative Specialist: Hagberg

Adjunct Faculty: Babulski, Burke Colburn-Motta, Cooper, Flahaven, Goodale, Hart, Hunter, Kagan, Ledue-Bell, McDermott, Sulzer, Stringfellow, Zimerle

The Department of Art prides itself on giving students a vigorous studio experience, historical understanding of the complexity of art practices, and the critical skills needed to become informed visual artists, art educators, and art historians. It offers degree programs directed toward concentrated study in the visual arts, and general education courses that introduce students to the practices and historical study of the visual arts. Art students actively engage in doing art projects, research and internships within communities served by the University.

The Department offers four-year degree programs in studio art, art history, and art education. Students may select a Bachelor of Fine Arts (BFA) with concentrations in ceramics, photography and digital art & design, painting and drawing, and sculpture. A concentration in Art Education is available to BFA candidates who wish to teach art. The Bachelor of Arts (BA) in Studio Art combines a liberal arts education with emphasis on the visual arts. A BA in Studio Art with a concentration in Art and Entrepreneurial Studies, combining study in studio art with courses in business development, and a BA in Art with a concentration in Art History are also offered.

Majors will:

- Demonstrate entry-level competence in their chosen art media by exhibiting technical facility and making a coherent set of artistic and intellectual goals evident in their work;
- Produce and exhibit original artwork in their areas of concentration;
- Be able to analyze and evaluate cultural representations in historical contexts in both written work and oral presentations;
- Possess the knowledge and skills that will help them to lead rich and fulfilling lives both personally and professionally;
- Develop an awareness of and appreciation for multiple forms of art;
- Gain knowledge and skills in creative thinking and problem solving that are transferable to a wide range of disciplines and professions.

Admission Requirements

Applicants to the Department of Art should observe the following procedure. Formal application should be made to the Director of Undergraduate Admission, Office of Undergraduate Admissions. Current degree candidates enrolled at the University who transfer into the Department of Art from another discipline must obtain a change of major form and submit this form with a current transcript to the Chair of the Department of Art.

All art majors must submit a portfolio of original works to the Department of Art for evaluation after completing the foundation requirements (ART 141, ART 142, ART 151, ARH 111, and ARH 112) and before enrolling in 300-level studio courses. Portfolios are not required for the art history concentration. Transfer students who have completed the art foundation at another institution must submit a portfolio at the next scheduled opportunity and no later than the second semester at USM. Transfer students who have completed a bachelor's degree in Art at another institution are eligible to request a waiver for the foundation portfolio requirement. The portfolio should consist of no more than twelve works within specific categories. Each student will choose two works to mat with white, off-white or ivory mat board and firm backing. The materials do not have to be archival. The unmatted works on paper will be presented in individual clear sleeves with a firm backing inserted behind the work. Two works will be selected by the Department to exhibit for a two or three-week exhibition. The categories and numbers of work for each category are as follows:

- Two-dimensional works (three pieces) should be taken from and/or exhibit skills in the visual design of the flat page;
- Three-dimensional works (two pieces) should exhibit (in photographs) capabilities in the physical development and articulation of form and space;
- Drawing category (three pieces) should contain works of any medium exhibiting skills and concepts of drawing;
- Self-portrait (one piece) should be executed from life and may be in any medium but should be a representational depiction rendered by hand; and
- Open submissions (three pieces) may be work in any medium as long as it conforms to the overall guidelines of this review.

Portfolios that do not adhere to the established procedures will not be accepted for review.

Art candidates whose portfolios are not accepted are required to meet with their advisor and one additional full-time faculty member to review and discuss their plans for re-submission. Portfolios that are not accepted may be re-submitted two additional times. Failure at the conclusion of these three times will result in denial of acceptance as an art major.

Students are required to submit a portfolio for acceptance to the Department prior to enrolling in any 300-level or above studio courses. Studio Art minors may enroll in required studio courses with permission of the instructor.

Portfolio deadlines and application forms may be obtained from the Department of Art. Portfolios are reviewed once each semester. Final notification of a decision will come from the Department of Art approximately two weeks after the portfolios have been evaluated.

Students already enrolled in the University who wish to change their major to art must follow the Departmental admission procedures concerning submission of portfolio, as described above. Art presentation workshops are offered annually.

Only students who have completed the art foundation and who have earned 60 credits or more may enroll for Independent Study courses. Grades of C– or better must be earned to satisfy a major or minor requirement.

Academic credit for summer workshops is available with Haystack Mountain School of Crafts in Deer Isle, Maine. Contact the Department of Art or Summer Session for more information.

Course Fees

A course fee is assessed in all lecture courses, as well as ceramics, digital art & design, drawing, foundations, painting, photography, printmaking, and sculpture courses.

Transfer Students

To receive a BFA degree in art from USM, a student transferring to USM must complete at least two 3-credit studio courses in their area of concentration and one 3-credit art history course at USM. To receive a BA degree in studio art from USM, a transfer student must complete at USM at least two 3-credit studio courses within one discipline and one 3-credit art history course.

BA in Art with a Concentration in Art and Entrepreneurial Studies

Description

The BA in Art with a Concentration in Art and Entrepreneurial Studies is an in-depth studio experience with courses in small business and entrepreneurship. It involves a combination of art and art history courses with a required studio concentration, a cluster of business courses, a digital-based course, and an internship experience with creative professionals. Within the general electives, students may choose to incorporate a minor or select additional studio (ART) or art history (ARH) courses. This degree is for students who wish to pursue a career in the creative arts in the commercial or nonprofit sectors. It is intended to offer students a greater ability to engage in creative arts sector employment and/or independent small business development.

Program Requirements

The minimum number of credits required for the major: 69

Art Foundation (15 credits)

- ARH 111 Art History: Prehistoric through Medieval
- ARH 112 Art History: Renaissance to the Present
- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Art History Requirements (9 credits)

- Three ARH 300 or 400-level art history courses

Studio Art Requirements (30 credits)

Choose one concentration and the associated sequence of courses and electives:

Ceramics Concentration Requirements

- ART 231 Introduction to Ceramics I
- ART 232 Introduction to Ceramics II
- ART 332 Intermediate Ceramics
- ART 431 Advanced Ceramics I

As well as:

- Three 200-level ART electives in three different studio disciplines
- One 300-level ART elective
- ART 400 Internship in the Visual Arts (3-6 credits)
- 200-, 300- or 400-level ART electives as needed to complete 30 credits

Photography and Digital Art & Design Concentration Requirements

- ART 222 Digital Art & Design
- ART 271 Photography: Analog to Digital
- ART 321 Exploring Time-based Art & Design
- ART 372 Digital Photo - Color
- ART 471 Advanced Studio in Photography and Digital Art I

As well as:

- Two 200-level ART electives in two different studio disciplines
- One 300-level ART elective
- ART 400 Internship in the Visual Arts (3-6 credits)
- 200-, 300- or 400-level ART electives as needed to complete 30 credits

Painting and Drawing Concentration Requirements

- ART 251 Drawing: Media and Strategies
- ART 261 Introduction to Painting
- ART 352 Experimental Drawing
- ART 361 Intermediate Drawing and Painting: The Figure
- ART 461 Advanced Drawing and Painting I

As well as:

- Two 200-level ART electives in two different studio disciplines
- One 300-level ART elective
- ART 400 Internship in the Visual Arts (3-6 credits)
- 200-, 300- or 400-level ART electives as needed to complete 30 credits

Sculpture Concentration Requirements

- ART 291 Additive-Subtractive
- ART 292 Altered-Constructed
- ART 393 Topics in Sculpture
- ART 491 Advanced Sculpture

As well as:

- Three 200-level ART electives in three different studio disciplines
- One 300-level ART elective
- ART 400 Internship in the Visual Arts (3-6 credits)
- 200-, 300- or 400-level ART electives as needed to complete 30 credits

University Core Requirements

- EYE 180 Innovation Engineering (required)
- ECO 100 Introduction to Economics or ECO 102 Introduction to Microeconomics (recommended)

Business Requirements (12 credits)

- ACC 110 Financial Accounting Information for Decision Making
- BUS 260 Marketing
- BUS 385 Entrepreneurship and Venture Creation
- BUS 386 Creative Strategies for Entrepreneurs, BUS 356 Digital Marketing, BUS 383 Social Entrepreneurship, or BUS 388 Advanced ICE Topics

Technology Requirement (3 credits)

- ART 222 Introduction to Digital Arts & Design or ITT 281 Internet Website Development

No more than 60 credit hours with ART designation may be used to fulfill the 120 credit-hour degree requirement.

It is strongly recommended that students concentrating in Art and Entrepreneurial Studies take ECO 102 Introduction to Microeconomics to fulfill their Socio-cultural Analysis Core requirement.

BA in Art with a Concentration in Art History

Description

The BA in Art with a Concentration in Art History is designed for students wishing to concentrate more on the historical analysis of art than on art making. Students focus on historical analysis, research, critical thinking and writing. Their studies give them a foundation for a variety of post-graduate options such as museum and gallery work, art criticism, graduate school, and teaching.

Program Requirements

To become a matriculated art major with a concentration in art history, the student must apply for admission to the program during the semester the foundation courses are being completed or the semester after their completion. No portfolio is required. The student may obtain the appropriate form in the Art Department office.

To receive credit toward the major, the student must maintain at least a 2.5 GPA in art history courses. Students are encouraged to acquire a reading knowledge of a foreign language, preferably French or German.

The minimum number of credits required for the major: 42.

Art Foundation (12 credits)

- ARH 111 Art History: Prehistoric through Medieval
- ARH 112 Art History: Renaissance to the Present
- ART 141 Surface, Space, Time (2D) or ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Upper-Level Requirements (30 credits)

- ARH 321, 322, or 323 Classical, Medieval, or Renaissance Art
- ARH 325, 326, 327, or 328 Modern Art
- ARH 310 or 329 Non-Western Art
- ARH 410 Seminar in Art History or ARH 412 Topics in Art History (with permission of the Art Department Chair)
- ART 400 Internship in the Visual Arts
- Two Art History elective courses (any upper-level ARH course)

- Three approved upper-level electives from one or more of the following areas: Art History, History, Anthropology, Literature, or Classics. Students should consult with their art history advisors to select appropriate courses. (9 credits)

Pre-approved upper-level electives from other departments: ANT 224 Ancient Mesoamerica; ANT 280 Prehistoric Art; ANT 320 Anthropology and the Museum; CMS 284 Introduction to Cinema Studies; CMS 286 History of International Cinema to 1945; CMS 288 History of International Cinema since 1945; HTY 374 Photographing American History; PHI 220 Philosophy of Art; PHI 221 Philosophy of Film.

BA in Art

Description

The BA in Art is a four-year liberal arts degree in studio art. The program provides an in-depth studio experience while allowing for a substantial number of non-art electives. It is designed for students who want to focus in art, but also have strong interest in disciplines outside the visual arts. Students may take up to 60 credits of studio courses (designated ART) toward the degree.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum and electives) required for the major: 45.

Art Foundation (15 credits)

- ARH 111 Art History: Prehistoric through Medieval
- ARH 112 Art History: Renaissance to the Present
- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Art History Requirements (9 credits)

- Three ARH 300- or 400-level art history courses

Studio Art Requirement (21 credits)

Choose one concentration and the associated sequence of courses and electives:

Ceramics Concentration Requirements

- ART 231 Introduction to Ceramics I
- ART 232 Introduction to Ceramics II
- ART 332 Intermediate Ceramics
- ART 431 Advanced Ceramics I

Two 200-level ART electives in two different studio disciplines
One 300-level ART elective

Photography and Digital Art & Design Concentration Requirements

- ART 222 Digital Art & Design
- ART 271 Photography: Analog to Digital
- ART 321 Exploring Time-based Art & Design
- ART 372 Digital Photo - Color
- ART 471 Advanced Studio in Photography and Digital Art I

One 200-level ART elective
One 300-level ART elective

Painting and Drawing Concentration Requirements

- ART 251 Drawing: Media and Strategies
- ART 261 Introduction to Painting
- ART 352 Experimental Drawing
- ART 361 Intermediate Drawing and Painting: The Figure
- ART 461 Advanced Drawing and Painting I

One 200-level ART elective
One 300-level ART elective

Sculpture Concentration Requirements

- ART 291 Additive-Subtractive
- ART 292 Altered-Constructed
- ART 393 Topics in Sculpture
- ART 491 Advanced Sculpture

Two 200-level ART electives in two different studio disciplines
One 300-level ART elective

No more than 60 credit hours with ART designation may be used to fulfill the 120 credit-hours degree requirement.

BFA in Art with a Concentration in Art Education

Description

The bachelor of fine arts with a concentration in art education offers an in-depth studio experience as well as a professional course of study in art education leading to teacher certification in Maine. The program is guided by a conceptual framework that proposes that individuals need to be prepared for work in an increasingly complex and culturally diverse world, and that such work is best done through collaboration and reflective inquiry.

For those who want certification to teach art in Maine and who already have a BA, BFA, or MFA in studio art, we offer our BFA with a concentration in art education. For most people this means taking the 30-credit professional education sequence to fulfill all state requirements. This can usually be completed in two years. Field experiences and student teaching placement schools are located in southern Maine.

For those who want a BFA in art education, without a Maine k-12 state teaching license, we offer a community art track with alternative student teaching experiences based within community arts, non-profit arts, and regional art organizations. Students choosing this option will complete all other coursework that is required to graduate with a BFA in art education, but will not earn a k-12 teaching license.

For more information, contact the Department.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for this degree is 92.

Art Foundation (15 credits)

- ARH 111 Art History: Prehistoric through Medieval
- ARH 112 Art History: Renaissance to the Present
- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Upper Level Art History Requirements (9 credits)

- Three ARH 300- or 400-level Art History Electives

Art Studio Requirements (21 credits)

- ART 222 Digital Art & Design
- ART 231 Introduction to Ceramics I or ART 232 Introduction to Ceramics II
- ART 251 Drawing: Media and Strategies
- ART 261 Introduction to Painting
- ART 271 Introduction to Photography
- ART 281 Introduction to Printmaking: Intaglio and Relief or ART 282 Introduction to Printmaking: Lithography and Screen printing
- ART 291 Sculpture: Additive and Subtractive Processes or ART 292 Sculpture: Altered and Constructed Processes

Studio Concentration Requirements (9 credits)

Choose one concentration and the associated sequence of courses:

Ceramics Concentration

- ART 231 Introduction to Ceramics I or ART 232 Introduction to Ceramics II (both are required for concentration)
- ART 332 Intermediate Ceramics
- ART 431 Advanced Ceramics I

Photography and Digital Art & Design Concentration

- ART 321 Exploring Time-based Art & Design
- ART 372 Digital Photo - Color
- ART 420 Advanced Studio in Digital Art I or ART 471 Advanced Photography I

Painting and Drawing Concentration

- ART 352 Experimental Drawing
- ART 361 Intermediate Drawing and Painting: The Figure
- ART 451 Advanced Drawing I or 461 Advanced Painting I

Sculpture Concentration

- ART 291 Sculpture: Additive and Subtractive Processes or ART 292 Sculpture: Altered and Constructed Processes (both are required for concentration)
- ART 393 Topics in Sculpture
- ART 491 Advanced Sculpture

Studio Electives (9 credits)

Any three 200-, 300-, or 400-level ART classes

Completion of the senior exhibition is required for the BFA with a Concentration in Art Education.

Professional Education Requirements (29 credits excluding HRD/SBS 200)

- EDU 310 What is the Purpose of Schooling in a Democracy?
- HRD/SBS 200 Multicultural Human Development*
- AED 221 Practicum in Art Education
- AED 222 Art Lab
- AED 321 Principles and Procedures in Art Education**
- SED 335 Students with Exceptionalities in General Education
- AED 421 Seminar in Art Education**
- EDU 324 Student Teaching I*** or AED 400 Community Art Education Internship
- EDU 324 Student Teaching II*** or AED 400 Community Art Education Internship

*HRD/SBS 200 counts as a University Core requirement and a Professional Education requirement.

**A 3.0 minimum grade point average (GPA) in art studio, art history, and art education sequence courses must be maintained to register for AED 321, EDU 324, SED 335, AED 421, and to graduate from the program.

**Permission of the instructor and passing scores (determined by the Maine Department of Education each year) on the PRAXIS I test are required prior to student teaching and continuation in the program. A passing score on PRAXIS II (a state requirement for teacher certification) is required before graduation and recommendation for certification. Students must maintain a 3.0 minimum grade point average (GPA) in art studio, art history, and the art education sequence courses as well as a 2.5 minimum GPA overall.

The Professional Education Council, comprising deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for all initial level teacher education programs at USM.

For the purposes of field placements in schools during the educational cluster and internship year, students are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: http://www.maine.gov/doe/cert/fingerprinting/

All students must formally declare their entry into a teacher certification concentration by completing the declaration procedures found on the Office of Educator Preparation website at https://usm.maine.edu/educator-preparation. Passing Praxis I scores, subscription to Tk20, and two recommendation forms are necessary to complete the declaration process.

Tk20 Subscription:

All undergraduate and graduate students who matriculate into an Educator Preparation program or pathway in USM summer 2013 or later are required to subscribe to the Tk20 online data management system. The subscription allows students to use the system for assessment, advisement, field-experience and career portfolio management. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, it will be eligible for consideration as part of costs. The subscription is a one-time payment and must be made by each student during the first semester of program or pathway matriculation (check with individual programs and pathways for specific subscription timelines). Subscription instructions are posted on the Office of Educator Preparation website: https://usm.maine.edu/educator-preparation

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

BFA in Studio Arts

Description

The BFA degree is offered for students who seek focused, undergraduate professional education in studio practice. There are degree concentrations in ceramics, photography and digital art & design, painting and drawing, and sculpture. The program prepares students to become open, resourceful, critical, and independent thinkers, capable of successfully conceiving, articulating, and resolving their own visual problems, and equally capable of successfully viewing, appreciating, and contemplating the work of others. They will be engaged and active artists producing work that encompasses theoretical and practical knowledge.

Students who intend to pursue professional careers in art and design or who plan to pursue graduate study culminating in the MFA degree are encouraged to seek admission to the BFA program.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 75.

Art Foundation (15 credits)

- ARH 111 Art History: Prehistory through Medieval
- ARH 112 Art History: Renaissance to the Present
- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Upper Level Art History Requirements (9 credits)

- Three ARH 300- or 400-level Art History courses

General Studio Requirements (9 credits)

- ART 251 Drawing: Media and Strategies
- ART 281 Introduction to Printmaking: Intaglio and Relief or ART 282 Introduction to Printmaking: Lithography and Screenprinting

- ART 312 Topics in Studio Art

Choose one concentration and the associated sequence of courses:

Ceramics Concentration Requirements (15 credits)

- ART 231 Introduction to Ceramics I
- ART 232 Introduction to Ceramics II
- ART 332 Intermediate Ceramics
- ART 431 Advanced Ceramics I
- ART 432 Advanced Ceramics II (may be repeated for up to 9 credits)

Photography and Digital Art & Design Concentration Requirements (18 credits)

- ART 222 Digital Art & Design
- ART 271 Photography: Analog to Digital
- ART 321 Exploring Time-based Art & Design
- ART 372 Digital Photo - Color
- ART 471 Advanced Studio in Photography and Digital Art I
- ART 472 Advanced Studio in Photography and Digital Art II (may be repeated for up to 9 credits)

Painting and Drawing Concentration Requirements (15 credits)

- ART 261 Introduction to Painting
- ART 352 Experimental Drawing
- ART 361 Intermediate Drawing and Painting: The Figure
- ART 461 Advanced Drawing and Painting I
- ART 462 Advanced Drawing and Painting II (may be repeated for up to 9 credits)

Sculpture Concentration Requirements (15 credits)

- ART 291 Additive-Subtractive
- ART 292 Altered-Constructed
- ART 393 Topics in Sculpture
- ART 491 Advanced Sculpture
- ART 492 Advanced Sculpture (may be repeated for up to 9 credits)

Internship Requirement (3 credits)

- ART 400 Internship in the Visual Arts (3 credits)

Senior Seminar and Exhibition Requirement (3 credits)

- ART 401 Senior Seminar

The BFA senior exhibition requirement must be completed while enrolled in ART 401 Senior Seminar.

Elective Studio Courses (18-21 credits to meet total of 75 credits)

- Any 200-, 300-, or 400-level ART courses

Minor in Art History

Description

The minor in art history is designed for students who would like to augment their major with the study of visual culture and traditions that art history courses offer. Students who minor in art history gain knowledge and skills relevant to museum and gallery work, art criticism, graduate school, and teaching.

Program Requirements

The minimum number of art history credits required for the minor: 21.

- ARH 111 Art History: Prehistoric through Medieval
- ARH 112 Art History: Renaissance to the Present

15 credits of art history (ARH) courses, above 100-level including:

- One of ARH 321, 322, or 323
- One of ARH 318, 325, 326, 327, or 328

Minor in Book Arts

Description

Kate Cheney Chappell 83 Center for Book Arts

After having studied book arts under well-known Maine book artist Rebecca Goodale, Kate Cheney Chappell ('83), co-founder of Tom's of Maine, shared a gift that established The Kate Cheney Chappell Center for Book Arts at USM, naming Goodale as program coordinator. This is a popular program that celebrates the innovative and engaging nature of book arts through lectures and workshops by national and regional book artists, and through exhibits of artists' books.

Program Requirements

The minimum number of art and art history credits (exclusive of the University's Core curriculum) required for the minor: 21

The minor consists of the following:

Studio Art Foundation - select two courses (6 credits)

- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

Art History Course (3 credits)

- ARH 112 Art History: Renaissance to the Present

Upper Level Courses (12 credits)

- ART 241 The Visual Book: Form and Content

Select two courses from:

- ART 341 The Visual Book: Historical Influences on Contemporary Artist's Books
- ART 342 Book Arts Summer Workshop (may be taken numerous times)
- ART 344 New Media Artist's Books

Required Advanced Studio:

- ART 441 The Visual Book 3: Advanced Studio in Book Arts

Minor in Studio Art

Description

The minor in studio art is designed for non-majors who wish to gain substantial knowledge in one of four studio disciplines: ceramics, photography and digital art & design, painting and drawing, or sculpture. Students who minor in studio art take an abbreviated version of the foundation program and then take a sequence of courses within a specific discipline.

Program Requirements

The minimum number of art and art history credits (exclusive of the University's Core curriculum) required for the minor: 21.

Studio Art Foundation Requirements (6 credits)

Select two courses from the following:

- ART 141 Surface, Space, Time (2D)
- ART 142 Surface, Space, Time (3D)
- ART 151 Fundamentals of Perceptual Drawing

*Each studio discipline has specific foundation prerequisites for its 200-level courses: Ceramics and Sculpture: ART 142, ART 151; Photography and Digital Art & Design: ART 141 and ART 151; Painting and Drawing: ART 151.

Art History Requirement (3 credits)

- ARH 112 Art History: Renaissance to the Present

Introduction to Studio Discipline Course (6 credits)

Two courses from one studio discipline selected from the following:

- ART 222 Introduction to Digital Art & Design and ART 271 Photography: Analog to Digital
- ART 231 Introduction to Ceramics I and ART 232 Introduction to Ceramics II
- ART 251 Drawing: Media and Strategies and ART 261 Introduction to Painting
- ART 291 Sculpture: Additive and Subtractive Processes and ART 292 Sculpture: Altered and Constructed Processes

Upper-Level Studio Courses (6 credits)

One 300-level studio course from the selected studio discipline.

One 400-level studio course from the selected studio discipline.

Art Course Descriptions

Art History

ARH prefix designates an art history course. 100-level art history courses begin to develop skills that students will need to pursue study in the discipline. Students will learn strategies for interpreting visual art and for understanding and writing formal academic prose.

ARH 111 Art History: Prehistoric through Medieval
Examination and discussion of the painting, sculpture, and architecture from prehistoric cultures to the late Middle Ages. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends, and introduces students to various methods of art-historical interpretation. Prerequisite: ENG 100 or equivalent. Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

ARH 112 Art History: Renaissance to the Present
Examination and discussion of the painting, sculpture, and architecture from the Renaissance to the present. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends and introduces students to various methods of art-historical interpretation. Prerequisite: ENG 100 or equivalent. Preference given to candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.

Upper-level art history courses further develop students' skills of art historical analysis. Students will continue to work on formal academic prose and complete at least 15 total pages of written work during the semester. Students will also learn research sources and methods; become familiar with varied art historical writings from period documents, articles, and scholarly books; tackle the issue of interpretation; and learn about recent approaches to the field. Whenever possible, students will study original art works.

ARH 310 Art History: Cross-Cultural Perspectives
The course covers global issues in art history. Major topic areas include a) how art conveys cultural values and biases, b) why foreign styles are adopted, c) why different values produce different forms. Prerequisite: ARH 111 or ARH 112 or permission of the instructor. Cr 3.

ARH 311 Gender Identity and Modern Art
This course examines the construction of gender and sexuality in Western visual arts from the late eighteenth century to the present. Students will analyze both the art and art criticism of the period, focusing on the work of female, feminist, and gay artists. Cr 3.

ARH 312 Art as Social Action
This course will study art as social action and the artist's social roles and responsibilities. The primary focus will be on modern and contemporary art and related theoretical issues that address the role of art in society. Prerequisites: Successful completion of an upper-level art history course with a grade of C or better. Cr 3. (Satisfies the EISRC Core requirement. Core Prerequisites: any three of Creative Expression, Cultural Interpretation, Science Exploration, Social-cultural Analysis.)

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

ARH 321 Classical Art
A survey of ancient art and architecture with special emphasis on the key monuments of Greek and Roman art and their influence on later artistic periods. This course is equivalent to CLA 321. Prerequisite: ARH 111. Cr 3.

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

ARH 323 Renaissance Art
An examination of the art and architecture of the fifteenth and sixteenth centuries both north and south of the Alps. Emphasis will be given to the cultural traditions, historical events and theoretical foundations that contributed to the development of Renaissance art. Prerequisite: ARH 112. Cr 3.

ARH 325 American Art
Survey of North American painting, sculpture, and architecture from the sixteenth century to 1940. The art will be examined in the context of aesthetic and cultural ideals, historical events, and multiculturalism. Field trips to local museums and architectural sites. No prerequisite. Cr 3.

ARH 326 Nineteenth-Century European Art
Examination and discussion of European painting, sculpture, and architecture from neoclassicism through post-impressionism (1790-1900). The course will focus on the relationship between the visual arts and the political, social, and aesthetic revolutions of the century. Prerequisite: ARH 112 or permission of the instructor. Cr 3.

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

ARH 328 Contemporary Art
Examination of developments in the visual arts from World War II to the present. Prerequisite: ARH 112. Cr 3.

ARH 329 Asian Art
A survey of some major styles in Asian art (India, China, Japan). The course emphasizes the cultural and religious factors that influenced the art. Prerequisite: ARH 111 or ARH 112 or permission of the instructor. Cr 3.

ARH 410 Seminar in Art History
This course is a requirement for students concentrating in art history. Designed for the advanced student, the course probes different methodological and theoretical approaches to the study and interpretation of the visual arts. Students will examine the writings of pioneers in the field, long-standing art historical methods, and the "new" art history. This course is also a research seminar. Prerequisite: permission of the instructor. Cr 3. (Satisfies Capstone requirement.)

ARH 411 Philosophy of Art

Examination of the aesthetic theories of philosophers, artists, writers, and critics that form the basis for understanding the fine arts. Readings and discussion of texts from ancient to modern times. Prerequisite: senior art majors and permission of the instructor. Cr 3.

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

ARH 418 Independent Study in Art History
An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisites: permission of instructor and Art Department chair. Cr 1-6.

Studio Art

ART 124 Cre8: The Art of Creativity
Explore the concepts, tools and strategies for innovation, the creative process and creative problem solving through selected hands on exercises, readings, discussions, project based work and creative assignments in a variety of media and approaches. Emphasis is placed on critical thinking as students analyze, compare, and contrast problem-solving tools and techniques employed by creative makers and thinkers from artists to scientists and entrepreneurs. Students adopt these concepts, tools and strategies to self-defined tasks for creative activity. Cr 3. (Satisfies Creative Expression Requirement).

ART 141 Surface, Space, Time (2D)
Provides an introduction to the fundamentals of 2-D design and color theory through a series of exercises and applied problems in visual organization. Prerequisite: EYE or concurrent. Cr 3.

ART 142 Surface, Space, Time (3D)
Provides an introduction to the fundamentals of 3-D design through a series of projects, demonstrations and discussions. Prerequisite: EYE or concurrent. Cr 3.

ART 151 Fundamentals of Perceptual Drawing
Introduction to basic skills and approaches to perceptual drawing. This course develops students' visual awareness and understanding of the range of drawing materials and techniques. Students will develop responses to the visual environment employing varied stylistic and technical approaches. Exercises include still life, figure study, portrait, and landscape. Prerequisite: EYE or concurrent. Cr 3.

ART 170 The Power of Amateur Photography
This is an introductory course designed for the amateur photographer to develop one’s personal vision and expand the understanding of technical and aesthetic possibilities of mobile photography. Through specific assignments and presentations from historical and contemporary photographic works and practices, students will explore the powerful possibilities of amateur photography using a mobile device. This course satisfies the Creative Expression core requirement. Cr 3.

ART 222 Digital Art & Design
The course provides an overview of elements, principles and theories of digital art and design. The class moves from basic principles of 2-D design to animation, interactivity and principles of time-based art. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.

ART 231 Introduction to Ceramics I
An introduction to methods and processes of clay forming, including historical context, modeling, press molding, hand-building, and the potter's wheel. Emphasis on form and texture, with aspects of glaze composition and firing procedures. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.

ART 232 Introduction to Ceramics II
This course focuses on the exploration of materials and ceramic processes. The emphasis is on creating sculptural forms with aspects of glaze composition and firing procedures. Students will engage in glaze and clay formulation and loading and firing kilns. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.

ART 241 Introduction to The Visual Book
This course will use the visual artist's book as a medium for personal expression. Students will incorporate 2D and 3D skills to create a collection of unique books. A variety of traditional and nontraditional books, arts, and techniques will be used to develop both form and content. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 251 Drawing: Media and Strategies
Course explores various drawing processes combining media, color and colored grounds and supports to expand students' conceptual image-making skills. Emphasis will be placed on the role of subject matter and imagery through projects and through examination of historical and contemporary art. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of the instructor. Cr 3.

ART 261 Introduction to Painting
Students will gain a working knowledge of the materials and techniques of painting, its various supports, grounds, and pigments. Work is primarily from observation and will include still life, figure, and landscape. Studies will focus on physical properties of color and color mixing, principles and concepts of spatial organization, and pictorial form. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 271 Photography: Analog to Digital
An introduction to historical developments and evolution of imaging technologies from traditional black and white photography and other experimental analog processes, extending to introduction of digital applications and multimedia possibilities. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 281 Introduction to Printmaking: Intaglio and Relief
This course introduces intaglio and relief printmaking techniques. The class includes traditional dry and wet processes for intaglio such as drypoint, engraving, etching, and aquatint. It also addresses color printing methods for linoleum and woodcut. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 282 Introduction to Printmaking: Lithography and Screen Printing
This course introduces planographic methods of printing. Students will explore traditional lithography on stone as well as direct hand methods and photomechanical methods for screen printing. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 291 Sculpture: Additive and Subtractive Processes
An introduction to fundamental processes of sculptural expression employing additive and subtractive processes. These will include observational modeling, aggregate forming and casting, basic mold-making and carving and studio safety. Students will become acquainted with contemporary and historical approaches through ongoing studio work, process centered projects, demonstrations, critiques, individual and group discussions, and readings. ART 141; ART 142; ART 151; ARH 111; ARH 112 or permission of instructor. Cr 3.

ART 292 Sculpture: Altered and Constructed Processes
An introduction to fundamental processes of sculptural expression employing altered object and construction forms. Topics and processes will include basic wood and metal fabrication techniques, acquired objects and site based works, and studio safety. Students will become acquainted with contemporary and historical approaches through ongoing studio work, process centered projects, demonstrations, critiques, individual and group discussions, and readings. Prerequisite: ART 141; ART 142; ART 151; ARH 111; ARH 112 or by permission. Cr 3.

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

ART 321 Exploring Time-Based Art & Design
This course uses digital media to explore creative concepts, tools and processes in time-based art and design. The focus will be on broadening the concept of digital media through experimentation with interactivity and installation. Prerequisite: ART 222 or permission of instructor. Cr 3.

ART 332 Intermediate Ceramics
Students combine several methods of forming clay in one work and explore the complex use of nature and design. Students engage in historical research and presentation, develop continuity in personal practice and explore alternative firing methods. Prerequisites: ART 231 and 232 or permission of instructor. Cr 3.

ART 341 The Visual Book II: Historical Influences on Contemporary Artists' Books
With attention to content and design, students will create a group of Artist's Books with specific historical references inspired by research into particular cultures and contemporary art movements. The Special Collections of USM Libraries and other local university and college libraries will be important course resources. Prerequisite: ART 241 or permission of the instructor. Cr 3.

ART 342 Book Arts Summer Workshop
This course begins with a series of workshops during a seven-day session. Students will study skills and techniques that give them insights into design, history and aesthetics specific to Book Arts. Each student creates an artist's book for a September exhibition at the USM Glickman Family Library. Prerequisite: ART 241 or permission of the instructor. This course may be taken multiple times as the workshop changes each summer. Cr 3.

ART 352 Experimental Drawing
Course explores an expanded notion of drawing that engages issues of time, space, process, and emerging media. Students will study contemporary developments and applications of drawing in areas outside of traditional drawing. Prerequisite: ART 251 or permission of instructor. Cr 3.

ART 361 Intermediate Drawing and Painting: The Figure

Course focuses on the study and depiction of the human figure working directly from the model. Students explore naturalistic drawing and painting techniques and are encouraged to develop personal interpretations. Prerequisites: ART 251 and ART 261 or permission of the instructor. Cr 3.

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

ART 382 Experimental Printmaking
This course introduces methods of printmaking that are experimental, photographic, and digital in nature. Students will learn contemporary approaches to topics such as photogravure and duotones, non-toxic photomechanical methods, and experimental traditional and non-traditional means of generating prints and multiples. Prerequisite: ART 281, ART 282, or ART 222, or permission of instructor. Cr 3.

ART 393 Topics in Sculpture
Students will develop a deepening sculptural capacity through projects/readings/discussions and presentation around specific sculptural approaches to issues in contemporary art and society. These will be semester long projects that engage subject matter, content, design and technique. Prerequisite: ART 291 and ART 292 or permission of instructor. Cr 3.

ART 400 Internship in the Visual Arts
The purpose of the internship is to allow students to work in an area that pertains to the visual arts and is related to their own activities and career intentions. Possibilities for internships include, but are not limited to, galleries, arts-related businesses, museums, practicing artists, scholars, nonprofit organizations, and cultural institutions. Pass-fail only. Prerequisites: Junior status or above and permission of the Art Department Chair. Cr 1-6.

ART 401 Senior Seminar in Studio Art
Designed for BFA graduating senior students, this course will provide a cross-disciplinary critique of the student's project and will culminate in a senior exhibition. Questions regarding current theoretical practices and strategies will be examined through readings, slides, and visiting artist lectures in order to provide a basis for understanding the student's artistic choices. Prerequisites: senior status/BFA degree students and at least one 4xx level studio course. Cr 3. (Satisfies Capstone requirement.)

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

ART 408 Independent Study in Art
An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisites: permission of instructor and Art Department Chair. Cr 1 to 6.

ART 412 Topics in Studio Art
A course on a selected topic in the studio arts. To be offered at least once each year. Prerequisite: permission of the instructor. Cr 3.

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

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

ART 441 Advanced Studio in Book Arts
This course creates an opportunity for in-depth study and personal exploration with the Artist's Book. Every student will create a collection of Artist's Books while simultaneously gaining confidence with and a strong aesthetic for the medium. Prerequisite: ART 341, 342, 343 or permission of the instructor. Cr. 3.

ART 461 Advanced Drawing and Painting I
This course for advanced drawing and painting students encourages individual vision and a committed approach to making art. Thematic projects are developed by each student and the course is devoted to expanding expressive, conceptual, and technical abilities. A reflective writing component will accompany the course. Art 461 serves as a BA in Studio Art capstone course. Prerequisites: ART 352 and ART 361. Cr 3.

ART 462 Advanced Drawing and Painting II
Continued investigation of drawing and painting processes to express personal themes. Emphasis is on individual content and personal

expression. Work will be directed towards a thesis project and all of the particulars that entails. Work will be shaped by reflective writing as well as critiques with fellow students, faculty, and visiting artists. Course may be repeated twice for credit. Prerequisite: ART 461. Cr 3.

ART 471 Advanced Studio in Photography and Digital Art I
Students will work with the instructor to develop photography and/or digital art and design projects based upon their interests and goals. Aesthetic, theoretical, and historical issues related to photography and digital art and design will be discussed. A reflective writing component will accompany the course. ART 471 serves as a BA in Studio Art capstone course. Prerequisites: ART 321 and ART 372 or permission of instructor. Cr 3.

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

ART 481 Advanced Printmaking I
This class is intended for students who are proficient in two or more methods of printmaking (relief, intaglio, lithography, screenprinting, or experimental methods). Students will refine their technical skills while pursuing in-depth investigation of subject matter and imagery. Knowledge and practice of image-making as both an aesthetic and conceptual activity will be addressed. Prerequisites: permission of the instructor or two courses from ART 281, ART 282 and ART 382. Cr 3.

ART 482 Advanced Printmaking II
This class is for the student who can work proficiently in two or more methods of printmaking. Students are expected to develop their imagery based on well-conceived ideas, which can be successfully expressed in one or more printing techniques. Experimentation with new techniques is encouraged, as is an exploration of combining several methods of printmaking effectively in one print. Students develop and pursue independent portfolio projects. Course may be repeated twice for credit. Prerequisite: ART 481. Cr 3.

ART 491/492 Advanced Sculpture
Continuation of Intermediate Sculpture with emphasis on the pursuit of personal imagery. Course may be repeated twice for credit. Prerequisite: ART 391. Cr 3/3.

ART Independent Study Term
An opportunity for the student who has demonstrated competence and exceptional independence in a specific area of study to work with scheduled supervision from a faculty member of the student's choice. Prerequisites: permission of the Department of Art and the dean of the College. Cr 12-15.

Art Education

AED 221 Practicum in Art Education
An introduction to art education theories and processes through readings, writings, discussion, and observation. The examination of the relationship between art-making and learning is relevant to prospective art and classroom teachers. All AED students (k-12 certification and community arts) are required to successfully complete a minimum of 2 semesters of Art Lab prior to their capstone. AED 222 should be taken concurrently with AED 221. Prerequisites: sophomore standing or above and art foundation. Cr 3.

AED 222 Art Lab
This on-campus teaching practicum examines the relationship between art education theory and practice. All AED students (both the k-12 certification and community arts program) are required to successfully complete a minimum of two semesters of Art Lab prior to their capstone. This course is available each semester and summers. May be repeated for credit. Prerequisites: EYE, HRD 200, Cr 1-3.

AED 321 Principles and Procedures in Art Education
History and philosophy of art education, theories of child art, relationship of goals to art education strategies, development of a workable set of beliefs about art education through readings, writings, discussion, observation. All AED students (k-12 certification and community arts) are required to successfully complete a minimum of 2 semesters of art lab prior to their capstone. AED 222 should be taken concurrently with AED 321. Intended for the art education major. Prerequisites: AED 221, minimum 1 credit of AED 222, and art foundation. Cr 3.

AED 400 Community Art Education Internship (CAED)
Students work in areas that pertain to community-based arts education and that are related to their individual career aspirations. Internship sites include: galleries, public and private art organizations, museums, nonprofit organizations, and cultural institutions. Prerequisites: Junior status or above, EYE, HRD 200, AED 221, or permission of the Art Department Chair and Art Education faculty. May be repeated for credit up to 12 credits. Cr 1-12.

AED 407 Advanced Problems in Art Education
An opportunity for the student to do advanced work in art education related problems. A total of 6 credits may be taken. Prerequisites: completion of the sequence of courses in the related discipline and permission of the instructor and Art Department Chair. Cr 1 to 6.

AED 421 Seminar in Art Education
This seminar examines art curriculum design and evaluation. Critical issues in art education for the emerging art education professional today are explored through discussion, writings, and readings. This course is to be taken while student teaching. Prerequisites: Two semesters of AED 222 (minimum of 2 credits) and AED 321. Cr 3.

AED 428 Independent Study in Art Education
An opportunity for the student who has demonstrated competence in a specific area of study to work independently, with scheduled tutoring from a faculty member of the student's choice. Prerequisites: permission of the instructor and Art Department Chair. Cr 1 to 6.

EDU 230 Teaching Through the Arts
The Purpose of this class is to prepare you to be an engaged and innovative teacher. We will become a community of learners as we examine bodies of knowledge related to current arts and pedagogy practices in P-12 classrooms. Utilizing this knowledge base as well as your individual artistic, education and life experiences, we will craft a teaching practice to meet the needs of your 21st century students. This course focuses on integrating art theory and practice in every school classroom. It will give insight to comprehending a visual language in students and teachers, by using developmentally appropriate practices, which foster the connections that promote life-long learning. Cr 3.

EDU 324 Student Teaching
The student teaching year consists of two semesters. During the fall semester, students are in an elementary school half-time for eight weeks and in a secondary school half-time for the remaining eight weeks. During the spring semester, experiences are in the same schools, full-time for eight weeks each. Students are under direct supervision of supervising teachers and a university supervisor. Cr 12.

Communication and Media Studies Overview

Professors: Pierson, Shedletsky; Associate Professors: Ebben, Panici; Assistant Professors: Kivatisky, Vukasovich; Lecturer: Gilbert; CMS Production Studio Manager and Lab Instructor: Ives; Administrative Specialist: Towns

The Department of Communication and Media Studies offers two bachelor of arts degrees, one in communication and the other in media studies. These two degree programs are distinct in several ways. In terms of focus, the communication degree program takes a broad view of communication, including the examination of face-to-face contexts and mediated ones. The media studies degree program more specifically focuses on media writing, media ecology, and media production. Another difference in these degree programs occurs at the senior level. Media studies majors are given the choice between working on a senior project, taking a senior seminar, or doing an internship and preparing a portfolio of their writing, research, or production work, and they also participate in a service learning practicum (working for a community organization in a media capacity). Communication majors take two senior seminars. One seminar is chosen from a list of topics and the other is a capstone seminar designed to be a culmination of their undergraduate work and as a transition to graduate studies. Aside from the differences that make each program unique, the programs share a common core of courses that serve as a foundation for both. The two programs also embrace a liberal arts philosophy. This means that the emphasis is on critical thinking rather than vocational training.

The Department of Communication and Media Studies is pleased to accept transfer credit from other accredited institutions of higher learning. Students wishing to receive credit for courses taken outside of USM will need to meet with their Communication or Media Studies faculty advisor, or if they do not have one, the chair of the Department in order to discuss specific courses. Students may transfer a maximum of 12 credits in the major. This limit applies to credits transferred from other institutions, credits earned through USM Prior Learning Assessment Portfolio evaluation, and to any combination of Transfer and PLA credit. Department Policy excludes the following major requirements – CMS 400, CMS 485, CMS 493, and CMS 450 (Media Studies), CMS 495 and the Senior Seminar (Communication) – from Transfer or PLA credit eligibility. The transfer of credits is at the discretion of the Department. Students are encouraged to contact the Department chair with any questions about the Department or our programs.

For students interested in pursuing a double major in Communication and Media Studies, please check the double major requirements posted on the Department's website. The Department also offers minors in Communication & Media Studies, Cinema Studies, Audio and Video Production, and Public Relations. The Department of Communication and Media Studies website is available through the directory on the University's web homepage.

Students must receive a grade of C or higher in all required courses in their respective degree programs in order to graduate.

Graduating with Distinction

Graduating with Distinction in Communication. For a B.A. degree in Communication with distinction, a student must achieve a 3.7 GPA or higher in courses taken in the major.

Graduating with Distinction in Media Studies. For a B.A. degree in Media Studies with distinction, a student must achieve a 3.7 GPA or higher in courses taken in the major.

BA in Communication

Description

The communication bachelor of arts degree program takes a broad view of communication including the examination of face-to-face contexts and mediated ones. The program examines communication theories and their practices including intrapersonal, interpersonal, group, organization, intercultural, gender and family, and mass media. Communication majors take two senior seminars. One seminar is chosen from a list of topics and the other is a capstone seminar designed to be a culmination of their undergraduate work and as a transition to graduate studies. This program embraces a liberal arts philosophy and emphasizes critical thinking rather than vocational training.

This degree program can also be taken in a fully online format.

Program Requirements

Major Requirements (36 credit hours)
A grade of "C" or higher is required in all courses for the major.

Foundation Courses (6 credits)
CMS 102 Introduction to Communication
CMS 200 Research Methods in Communication

Communication Courses (15 credits)
CMS 190 Nonverbal Communication
CMS 201 Introduction to Public Relations
CMS 235 Communicating Security
CMS 242 Communication and Social Media
CMS 255 Business and Professional Communication
CMS 265 Intrapersonal Communication
CMS 272 Persuasion
CMS 290 Intercultural Communication
CMS 298 Topics in Communication I
CMS 303 Media Effects
CMS 323 Understanding Technology
CMS 330 Theories of Interpersonal Communication
CMS 332 Communication in the Family
CMS 345 Small Group Communication
CMS 350 Internet and Society
CMS 360 Ethical Dilemmas in the Digital Age
CMS 374 Media Criticism and Aesthetics
CMS 375 Meaning and Communication
CMS 390 Theories of Organizational Communication
CMS 398 Topics in Communication II

Senior Seminar (3 credits)
CMS 401 Launching into Life After College
CMS 423 First Amendment
CMS 480 Gender Communication
CMS 497 On Bullshit
CMS 498 Topics in Communication III

Topics courses allow faculty to develop and offer new courses on a rotating basis. Some previous courses include, Intergenerational Communication and the Internet, Discursive Practices, Communication in Sports, Crisis and Risk Management, and Communication Revolutions.

Capstone Senior Seminar (3 credit hours)
CMS 495 Theories of Communication

CMS Electives (9 credits)
*Communication majors may select any three courses offered by the Department as electives as long as they have fulfilled the necessary prerequisites. This includes CMS 430 Communication Internship (up to 3 credits can be used in this category). Majors are strongly encouraged to take additional internship credits, which will count toward the 120 needed for graduation. Internship experiences involve students in the community and strengthen resumes. Please contact Dr. Kivatisky (*russellk@maine.edu*) if you are interested in an internship.*

BA in Media Studies

Description

Set in a liberal arts context, the media studies bachelor of arts degree program allows students to study modern media through the application of various theoretical frameworks and skills. Students with an interest in media studies will find the greater Portland area an excellent location for

media-related activities and service learning projects. By emphasizing theory and practice, the media studies major challenges the student to analyze and practice the creation, dissemination, utilization, and evaluation of mediated messages.

Students concentrate in one area of Media Studies (Writing, Production, or Media Ecology) and may apply Internship credits to their major.

Program Requirements

Major Requirements (42 credit hours)
A grade of "C" or higher is required for all courses for the major.

Media Studies Foundational Courses (18 credit hours)
CMS 103 Introduction to Media Studies
CMS 150 The Writing Process* (or) CMS 274 Writing for the Media
CMS 200 Research Methods in Communication
CMS 203/204 Introduction to Video Production and Lab (or) CMS 222: Digital Radio & Audio Production
CMS 223 Communication Law
CMS 284 Introduction to Cinema Studies (or) CMS 374: Media Criticism and Aesthetics

Concentrations: Students choose one concentration and take 6 of the courses listed under that concentration (18 credit hours)

Students should consult directly with his or her faculty advisor to determine courses relevant to their career and learning interests.

Media Writing
CMS 150 The Writing Process
CMS 202 Writing for Popular Print Media
CMS 205 Topics in Media Writing I
CMS 215 Journalism Reporting and Writing
CMS 225 Screenwriting
CMS 274 Writing for the Media
CMS 300 Topics in Media Writing II
CMS 302 Writing the Feature Story
CMS 305 Writing Opinion: Editorials and Columns
CMS 315 Broadcast Newswriting
CMS 393 Internships in Media Studies (up to 3 credits can be used toward the 18 credit hours in this concentration)

Media Production & Design
CMS 203/204 Introduction to Video Production & Lab
CMS 220 Topics in Media Production I
CMS 222 Digital Radio & Audio Production
CMS 320 Topics in Media Production II
CMS 322 Digital Audio Storytelling
CMS 324 Photojournalism
CMS 326 Special Effects and Animation
CMS 340/341 Narrative Filmmaking and Lab
CMS 393 Internships in Media Studies (up to 3 credits can be used toward the 18 credit hours in this concentration)
CMS 440/441 Advanced Narrative Film and Lab
CMS 460 Topics in Media Production III

Media Ecology
CMS 201 Introduction to Public Relations
CMS 210 Topics in Media Criticism I
CMS 242 Communication and Social Media
CMS 284 Introduction to Cinema Studies
CMS 286 History of International Cinema to 1945
CMS 288 History of International Cinema since 1945
CMS 303 Media Effects
CMS 310 Topics in Media Criticism II
CMS 323 Understanding Technology
CMS 360 Ethical Dilemmas in the Digital Age
CMS 374 Media Criticism and Aesthetics
CMS 380 Film Genres
CMS 384 Topics in Cinema Studies
CMS 393 Internships in Media Studies (up to 3 credits can be used toward the 18 credit hours in this concentration)

CMS 423 The First Amendment
CMS 484 Advanced Topics in Cinema Studies
CMS 490 Theories of Mass Communication

Meridian Experience (6 Credit Hours)
Media Studies majors with 90+ earned credit hours, please choose one of the following courses:
CMS 400 Senior Project Workshop
CMS 485 Senior Seminar in Media Studies
CMS 493 Advanced intership & Professional Portfolio in Media Studies
All Media Studies majors with 90+ earned credit hours are required to take ***CMS 450 Service Learning*** *(3 credit hours)*

Minor in Audio and Video Production

Description

The Audio and Video Production minor offers students an understanding of the processes involved in conceptualizing, writing, designing, and producing works in media based on the effective principles and practices of media aesthetics for target audiences. This minor will equip students with the information and tools necessary to create, manage, and evaluate audio and video works as vehicles of communication.

The minor consists of 16 credit hours of audio and video production CMS courses.

Communication and Media Studies majors may use 6 credit hours from the minor to fulfill an appropriate requirement in the Communication and Media Studies majors. However, an additional 10 credit hours beyond major requirements must be selected from the minor.

Program Requirements

A grade of "C" or higher is required on all coursework for the minor.

Core Courses (7 or 8 credits):

CMS 203/204 Introduction to Video Production and Lab
CMS 322 Digital Audio Storytelling or CMS 340/341 Narrative Filmmaking and Lab

Electives (4 courses, 12 credits minimum*)
*Please note that some courses require concurrent enrollment in a lab section.

CMS 220 Topics in Media Production I
CMS 222 - Digital Radio & Audio Production
CMS 225 Screenwriting
CMS 294 Visual Communication
CMS 320 Topics in Media Production II
CMS 322 Digital Audio Storytelling
CMS 326 Special Effects and Animation
CMS 340/341 Narrative Filmmaking and Lab
CMS 440/441 Advanced Narrative Filmmaking and Lab
CMS 460 Topics in Media Production III

Minor in Cinema Studies

Description

The Cinema Studies minor offers students a multidimensional understanding of movies as forms of art, products of industry, and modes of communication. The program can serve as a base of knowledge for students intending to enter careers in the media, as a foundation for further study, and/or as the opportunity to gain deeper insight into one of the most culturally significant media of the twentieth and twenty-first centuries.

Program Requirements

The minor consists of 15 credit hours of film or cinema studies CMS courses. In order to declare the minor students must have a minimum 2.0 G.P.A. and have completed the core competency in College Writing. *A grade of "C" or higher is required on all coursework for the minor.*

Core *(6 credits):*
CMS 284 Intro to Cinema Studies
And either
CMS 286 History of International Cinema to 1945
Or 288 History of International Cinema Since 1945

Electives *(9 credits)*:
Choose 3 courses
CMS 210 Topics in Media Criticism I (only film or cinema topics)
CMS 286 or 288 (History of International Cinema to 1945 or Since 1945, whichever was not taken for the core)
CMS 310 Topics in Media Criticism II (only film or cinema courses)
CMS 380 Film Genres
CRM 320 Film & Social Order
ENG 348 Topics in Cultural Studies: Stanley Kubrick
ENG 348 Topics in Cultural Studies: Shakespeare & Film
MUS 205 Music in Film
PHI 221 Philosophy in Film
PHI 312 Gender in African Literature & Film

Minor in Communication and Media Studies

Description

The minor consists of 21 credit hours of courses in both the communication and media studies majors.

Program Requirements

In order to declare the minor, students must have a minimum 2.0 G.P.A. and have completed the core competencies in Quantitative Reasoning and College Writing.

The minor consists of 21 credit hours of courses in both the communication and media studies majors. Students must receive a grade of C or higher in all required courses in the minor.

CMS Core Courses (9 credit hours):
CMS 102 Introduction to Communication
CMS 103 Introduction to Media Studies
CMS 200 Research Methods in Communication

CMS Areas of Study (12 credit hours):

Communication Theory (select one course):
CMS 190, 235, 242, 255, 265, 272, 290, 298, 330, 332, 345, 375, 390, or 398

Media Theory (select one course):
CMS 201, 210, 223, 284, 286, 288, 294, 303, 310, 323, 374, 375, 380, or 384

Media Writing (select one course):
CMS 150, 202, 205, 215, 225, 274, 300, 302, 305, 315, or 325

CMS Elective (select one course that you qualify to take based on prerequisites).

Minor in Public Relations

Description

This minor provides students with an introduction to public relations and other related professions (e.g. marketing and social media). Public relations can be described as the strategic management of communication and relationships between organizations and their key publics.

Conceptual and practical courses in public relations and media writing form the core of the minor. Please consult your advisor for assistance when choosing electives and developing your academic plan.

Communication and Media Studies majors may only use 3 credits from the minor to fulfill a major requirement. An additional 15 credits, beyond major requirements, must be selected from the minor.

Program Requirements

The Minor in Public Relations consists of 15 credits. A grade of “C” or higher is required on all coursework for the minor.

Core courses (9 credits)

CMS 201: Introduction to Public Relations
CMS 274: Writing for the Media
CMS 301: Public Relations: Cases and Campaigns

Public Relations Electives (9 credits)

CMS 200: Research Methods in Communication
CMS 203/204: Introduction to Video Production/Lab
CMS 215: Journalism Reporting and Writing
CMS 223: Communication Law
CMS 235: Communicating Security
CMS 242: Communication and Social Media
CMS 255: Business and Professional Communication
CMS 272: Persuasion
CMS 306: Managing Media Relations
CMS 322: Digital Audio Storytelling
CMS 335: Public Relations: Special Topics
CMS 340/341: Narrative Filmmaking/Lab
CMS 345: Small Group Communication
CMS 360: Ethical Dilemmas in the Digital Age
CMS 390: Organizational Communication
CMS 497: On Bullshit
PHI 211: Media Ethics

Communication and Media Studies Course Descriptions

CMS 102 Introduction to Communication
This course provides students with an overview and brief history of the field of communication, introduces them to theory development and the research process, and illustrates how communication theories can be applied to everyday life. Students will explore communication in a variety of contexts, including intrapersonal, organizational, intercultural, and mass communication. This course satisfies the Socio-Cultural Analysis requirement in the core curriculum. Cr. 3.

CMS 103 Introduction to Media Studies
This course examines the historical, philosophical, technological, economic, political, and social aspects of print (book, magazine, and newspapers) and electronic media (radio, television, film, sound recordings, and the Internet). In addition, the effects of mass media will be explored. Cr. 3.

CMS 150 The Writing Process
This course provides students with professional writing skills through practice in techniques and strategies used in a variety of media writing applications. There is a strong emphasis on the utility of writing as a tool of communicating information, interpreting media content, and constructing meaning. This course satisfies the Creative Expression requirement in the core curriculum. Prerequisites: College Writing. Cr. 3.

CMS 190 Nonverbal Communication
An introduction to the fascinating study of nonverbal communication. Researchers tell us that the majority of social meaning is communicated nonverbally. Facial expression, body movement, eye contact and other nonverbal channels significantly affect the creation of meaning among people. In addition, many of these channels are key to understanding cultural variations during communication. Students will explore nonverbal elements in their daily lives and examine ways to reduce miscommunication in a variety of settings. Cr. 3.

CMS 200 Research Methods in Communication
This course introduces students to methods of inquiry found in the communication and media studies research literature. These methods include experimental design, survey research, textual analysis, and ethnography. The course examines the underlying philosophical assumptions associated with these methodologies as well as their unique strengths and limitations. Students' conceptual understanding of these methodologies and their ability to become critical consumers of research findings are the major objectives of the course. CMS 102 or CMS 103. Cr. 3.

CMS 201 Introduction to Public Relations
This course examines the issues, tasks, and responsibilities of public relations practitioners in a variety of professional settings. Public relations encompass strategic communication processes aimed at building mutually beneficial relationships between organizations and their publics. This course covers the theories and foundations of public relations and provides an overview of the principles, strategies, and practices of the profession. Cr. 3.

CMS 202 Writing for Popular Print Media
This introduction to magazine writing provides students an opportunity to conceive, craft, and publish original work in different genres for different markets There is a strong emphasis on the utility of writing as a means of organizing and communicating information, as in reporting, and also as a medium for more expressive and entertaining content. Prerequisite: College Writing. Cr. 3.

CMS 203 Introduction to Video Production
This course will examine the phases of video production associated with field and studio productions. Course content will also explore media aesthetics. Students must be concurrently enrolled in CMS 204. Cr 3.

CMS 204 Introduction to Video Production Lab
Various production exercises and assignments to illustrate the principles and theories presented in CMS 203. Students must be concurrently enrolled in CMS 203. Cr 1.

CMS 205 Topics in Media Writing I
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr. 3.

CMS 210 Topics in Media Criticism I
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr. 3.

CMS 215 Journalism Reporting and Writing
This course cultivates journalistic/public affairs research and writing. Students learn how to find and develop human and textual primary sources. Likewise, they learn and practice journalistic form and concise, accessible written expression. And students learn to appreciate and model the liberal ideals of public dialogue, debate, and democratic engagement. Prerequisites: College Writing. Cr. 3.

CMS 220 Topics in Media Production I
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: CMS 203 and CMS 204 or Instructor's permission. Cr. 3.

CMS 222 Digital Radio & Audio Production
Students will learn the fundamental skills necessary for digital radio and audio production. Learning applications include hosting and producing a radio music program and a public affairs talk show, and producing promotional pieces with digital editing software. Cr. 3.

CMS 223 Communication Law

This course is intended to introduce students interested in media, journalism, and law to the basic rules, structures, and regulations that make up media law. It surveys the changing laws of journalism and mass communication, including defamation, privacy, reporting access, obscenity and indecency, media ownership, intellectual property, and commercial speech. Prerequisite: CMS 103. Cr. 3.

CMS 225 Screenwriting
In this course, students will learn the process of writing scripts for films. A variety of concept development strategies, writing exercises, script examples, and screenings will be used to encourage students to develop their creative writing skills. Emphasis will be placed throughout the class on the process of screenwriting, from idea formation through writing and revision. Each student will produce a detailed outline/beat sheet for a feature-length film. Prerequisites: College Writing. Cr. 3.

CMS 235 Communicating Security
This course focuses on communicating security in a digital context. While online security is seen as technical (computer code and algorithms), such an understanding is an oversimplification. Rather, security is a social process of communication. Students explore communication in the digital context and gain skills for digital security. Cr. 3.

CMS 242 Communication and Social Media
Social media have influenced and altered patterns of human communication and interaction. This course explores social media dynamics including communication in a networked public culture, interpersonal communication online, privacy and information security, social media production and work, media ecologies, and managing media and information in a networked and highly connected world. Cr. 3.

CMS 255 Business and Professional Communication
Designed to provide students with essential communication skills for business and other professional settings, the course covers interpersonal, group, and public communication. These skills include listening actively, giving and receiving constructive feedback, interviewing others, leading groups, negotiating, and making effective public presentations. The course also includes discussions of gender, cultural diversity, and ethics in the workplace. Cr. 3.

CMS 265 Intrapersonal Communication
This course examines our ability to use what we know and feel in order to send, receive, and store information. Whether stimuli come from an external source or from within the self, the focus of intrapersonal communication is on the ways in which we process those stimuli, our ability to make sense out of our experiences, to remember, to retrieve information from memory, and to create messages at whatever level of consciousness, and no matter how many people are involved, in face-to-face or mediated communication. Cr. 3.

CMS 272 Persuasion
A course designed to help students understand the basic principles of persuasion. The course deals with persuasion as a social phenomenon. The perspective from which the course is offered is the analysis of persuasion as a behavioral process. As such, the course will investigate the social science research that relates to persuasion. Students will examine the attempts made by others to persuade them, as well as the attempts they make to persuade others. Further, the course will deal with the issue of ethics in persuasion. Cr. 3.

CMS 274 Writing for the Media
This writing-intensive course is designed to provide students with an overview of media writing. Students will be introduced to radio and television commercial writing, broadcast journalism, and fiction and non-fiction scriptwriting. Prerequisites: College Writing. Cr. 3.

CMS 284 Introduction to Cinema Studies
This course offers an introduction to the analysis of film. It examines movies from diverse historical periods, nations, and cinematic traditions, including narrative, documentary, and the avant-garde. In addition to providing a foundation in close analysis, the course also introduces students to fundamental issues in film history and film theory. Prerequisites: College Writing. Cr. 3.

CMS 286 History of International Cinema to 1945
This course surveys the history of cinema from its emergence through World War II. It considers the development of Hollywood cinema in conversation with alternative approaches to filmmaking both within and outside the U.S. Paying close attention to film style, it also explores cinema's economic, social, and technological history. Prerequisites: College Writing. Cr. 3.

CMS 288 History of International Cinema Since 1945
This course surveys the history of cinema since World War II. Examining cinema's metamorphoses in the face of social, economic, technological, and geopolitical changes, the course addresses the emergence of international art cinema, developments in politically critical filmmaking, cinema's role in globalization, and its confrontation with new media. Prerequisites: College Writing. Cr. 3.

CMS 290 Intercultural Communication
This course concerns communication within different cultures (cross-cultural) and between different cultures (intercultural). We examine the values, beliefs, and assumptions that people hold as they interact with different people. The course combines communication theory and research, and involves the application through activities, papers, and group discussions. Prerequisites: CMS 102. Cr.3.

CMS 294 Visual Communication
Our culture is arguably the most prolific visual culture in history. Visual messages bombard us from magazine and TV ads, paintings, music

videos, concert shows, shopping mall displays, social media, informational graphics, images on T-shirts, web pages, and profoundly moving images in photojournalism. Visual Communication will introduce you to the principles of visual literacy to help you navigate this flood by learning to read visual messages as you do verbal ones. Prerequisites: CMS 102 or CMS 103 or by permission of instructor. Cr. 3.

CMS 298 Topics in Communication I
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult MaineStreet for a listing of current topics courses and the CMS homepage for detailed course descriptions. Cr. 3.

CMS 300 Topics in Media Writing II
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr. 3.

CMS 301 Public Relations: Cases and Campaigns
Cases and Campaigns-Students will use the principles and techniques of public relations to critically analyze case studies and campaigns, as well as track current public relations issues. Prerequisite: CMS 201 or permission. Cr. 3.

CMS 302 Writing the Feature Story
Students generate story ideas according to their own interests and target them for publication in specific markets. Class time focuses on perfecting writing and editorial skills, developing style and a field of interest, building an accomplished portfolio, and examining the practical and philosophical challenges of writing professionally. There is a strong emphasis on taking the initiative and working independently. Prerequisites: College Writing. Cr. 3.

CMS 303 Media Effects
This course will examine the effects of mass media upon individuals and societies. It will explore such questions as who is affected, what effects occur and how much, which media content is involved, and what situations make effects more or less likely to take place. Prerequisites: CMS 102 or CMS 103 and CMS 200. Cr. 3.

CMS 305 Writing Opinion: Editorials and Columns
This is a writing intensive course that provides students with the basic skills for writing editorials, columns, and journalistic essays. The emphasis is on economical, persuasive, and strongly argumentative styles of writing. Students will read, analyze, and discuss throughout the semester the work of a leading U.S. essayist/columnist. Prerequisites: College Writing. Cr. 3.

CMS 306 Managing Media Relations
The news media's influence on public policy, public opinion, and consumer behavior plays a critical role in companies' and organizations' communication strategies. Relying on theories of the mass media, this course will advance student writing, editing, and speaking in the context of media relations. Through discussion of current issues, case studies, and guest speakers, the course will cover such topics as media contact identification, relationship building, crisis management, interview preparation, effective media relations strategy construction, public relations plan evaluation, and the tools, methods, and ethics of media relations. Prerequisite: CMS 201 or permissions. Cr. 3.

CMS 310 Topics in Media Criticism II
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: College Writing. Cr. 3.

CMS 315 Broadcast Newswriting
This course introduces the basics of newswriting for television. It stresses brevity and conversational style of writing. Students will learn how to write TV news story scripts, beginning with simple news scripts (readers) and closing with complex scripts (packages). By providing the basics, the course prepares students for an internship with a broadcast news organization. It also offers practical advice on obtaining a job in broadcasting. Prerequisites: CMS 102 and CMS 103. Cr. 3.

CMS 320 Topics in Media Production II
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: CMS 203 and CMS 204 or Instructor's permission. Cr. 3.

CMS 322 Digital Audio Storytelling
Students will learn the craft of creating compelling audio stories with high production values, and how to use Adobe Audition software. Learning applications include: interviews with everyday people, public service announcements, and news feature stories. Cr. 3.

CMS 323 Understanding Technology
This course will examine the relationship between media, technology, and society from a variety of perspectives and disciplines. Through readings and discussions students will develop an understanding of a variety of frameworks and theories that explain technological change and the fundamental relationship between humankind and technology. This course satisfies the Ethical Inquiry requirement in the core curriculum. Prerequisites: CMS 103 or Instructor's permission. Cr. 3.

CMS 324 Photojournalism
This course introduces students to photojournalism norms, aesthetics, ethics, and practices through critical assessment of the work of Pulitzer Prize winning photographers and applied photography and photographic editing. Cr. 3.

CMS 326 Special Effects and Animation
This course combines an exploration of the history of Special Effects and Animation with hands-on real-world projects. Students will work with flip-books, stop-motion and rotoscope animation as well as special effects techniques such as masking, multi-plane, green screen, and motion tracking. Students will be using After Effects, Photoshop, and Premiere. Some experience with Photoshop is recommended. Cr. 3.

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

CMS 332 Communication in the Family
This course examines the role of communication in various family types. Students will be introduced to research and theory on the family and will apply findings to their own lives. Topics covered will include family satisfaction, communication rules, decision making, values, structures, autonomy, and conflict. Students will be asked to draw upon their family backgrounds for analysis and discussion. Prerequisites: CMS 102. Cr. 3.

CMS 335 Public Relations: Special Topics
This course might focus on a current or timely topic in public relations, an area of public relations not regularly taught, or a one-time offering based on the availability of specialized personnel. Please see the class notes for specifics. Prerequisite: CMS 201 or permission. Cr. 3.

CMS 340 Narrative Filmmaking
This course will provide an opportunity for students to learn the basic concepts and principles of professional narrative filmmaking in the creation of quality single-camera style video programs recorded in the field. This course also stresses the continued development of critical media skills and aesthetic sensibilities as they relate to professional film and video productions. Students must be concurrently enrolled in CMS 341. Prerequisite: CMS 203 and CMS 204 or Instructor's permission. Cr. 3.

CMS 341 Narrative Filmmaking Lab
This lab will provide students with hands-on experience with professional digital video cameras, production equipment, and non-linear editing software. Students must concurrently be enrolled in CMS 340. Prerequisites: CMS 203 and CMS 204 or Instructor's permission. Cr. 1.

CMS 345 Small Group Communication
This course is designed to familiarize students with the theories and techniques associated with group behavior. The course explores the topics of leadership, conflict resolution, group climate, and decision making. Through simulations and exercises students learn methods for analyzing group process and their own behavior. Students' findings are reported in preliminary and final papers. Prerequisites: CMS 102. Cr. 3.

CMS 350 The Internet in Society
This course explores the worldwide network of computers linked to form a new medium of communication and the Internet. Course content will include the computer as a tool of communication, and how the Internet influences communication in such ordinary areas of life as work, interpersonal relations, and education. Students must have access to the Internet to participate in this course. Cr. 3.

CMS 360 Ethical Dilemmas in the Digital Age
This course is about understanding ethical and value choices we make as we communicate in the digital age. We will examine the underlying reasons given for choices we make. Your graded assignments focus upon writing papers and leading and participating in discussion. Prerequisites: Sophomore standing or permission of the instructor. Cr. 3.

CMS 374 Media Criticism and Aesthetics
This course introduces students to the variety of critical approaches applied to the analysis of media. The content of this course will focus on traditional and contemporary analysis of media. The aim of this course is to provide a critical context for the consumption of media content. Prerequisites: CMS 103. Cr. 3.

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

CMS 380 Film Genres
This course will explore a genre found in film history. The genre selected for any given semester could be taken from such established ones as science fiction, horror, screwball comedies, musicals, or film noir. May be repeated for credit when topics vary. Prerequisites: College Writing.

Cr. 3.

CMS 384 Topics in Cinema Studies
This course explores a key topic in the field of Cinema Studies. The focus for a given semester could be on a particular national cinema, directorial oeuvre, genre, technology, aspect of film style, or issue in film theory. May be repeated for credit when topics vary. Prerequisites: College Writing. Cr. 3.

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

CMS 393 Internships in Media Studies
This course offers students the opportunity to develop media expertise by working with professionals in the field. Typically, the intern will work closely with a mentor in a sponsoring organization to gain practical skills and to develop strategies for transitioning from college to professional placement. An application process is required. Prerequisites: media studies major, junior or senior standing or by permission. Cr. Variable (1-6 per internship; 15 total).

CMS 398 Topics in Communication II
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult MaineStreet for a listing of current topics courses and the CMS homepage for detailed course descriptions. Prerequisites: CMS 102. Cr. 3.

CMS 400 Senior Project Workshop
This course offers seniors in Media Studies an opportunity to complete a culminating 'signature work' that integrates knowledge and skills gained as a media studies major and demonstrates career or postgraduate readiness. Students will present their work to an audience of faculty and peers. Offered Fall semester only. Prerequisites: Media Studies major and senior standing. Cr. 3.

CMS 401 Launching into Life After College
This course focuses on the multifaceted nature of the transition into life after college. Interactive class sessions and course assignments are designed to illuminate the social, psychological, emotional and academic aspects of leaving college to advance smoothly and successfully toward this new life phase. The aim is to help students grow and consolidate gains by developing personal insights and planning strategic actions that will aid in transcending barriers to living the kind of life desired after college. Students engage in self-sharing with peers throughout the course to increase awareness about the meaning of this life transition, face and overcome internal or external challenges, improve decision-making and explore future possibilities. It is an aim of this course to build confidence and skill in interpersonal communication, a vital aspect of work environments. Prerequisite: junior or senior standing. Cr 3.

CMS 423 The First Amendment
This course examines the philosophy, court cases, and issues relevant to the First Amendment right to free expression. In this class, students will learn functions of speech in society, the development of communication policy, and current communication laws and rules. Prerequisites: junior or senior standing. Cr. 3.

CMS 430 Communication Internship
The Communication Internship Program is designed to give students the opportunity to gain experience in their field of interest. Given the broad scope of the Communication major, students work with experts in a variety of organizational settings including, business, education, media, health care, and government. The program strives to find positions that enhance a student’s career objectives. Three credits of an internship can be used to fulfill an elective in the major. Prerequisites: Communication major, junior or senior standing or by permission. Credit variable (1-15).

CMS 440 Advanced Narrative Filmmaking
This course will provide an opportunity for students to learn advanced principles and techniques of professional narrative filmmaking including pre production planning, production and post-production practices. This course also stresses the continued development of critical media skills and aesthetic sensibilities as they relate to professional film and video productions. Students must be concurrently enrolled in CMS 441. Prerequisites: CMS 203 and CMS 204 or Instructor's permission. Cr. 3.

CMS 441 Advanced Narrative Filmmaking Lab
This lab will provide students with advanced hands-on experience with professional digital video cameras, production equipment, and non-linear editing software. Students must be concurrently enrolled in CMS 440. Prerequisites: CMS 203, CMS 204, or Instructor's permission. Cr. 1.

CMS 450 Service Learning Practicum
This course gives students the opportunity to work with organizations outside the University in a professional context. Students will be divided into groups and will work with nonprofit organizations to develop projects, such as a multimedia presentation, a video, or a research report. Prerequisites: Communication or Media Studies major and senior standing or by permission. Cr. 3.

CMS 460 Topics in Media Production III
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Prerequisites: CMS 203/204 or permission of instructor. Cr. 3.

CMS 480 Gender Communication
Gender is a central organizing principle in society, and ideas about gender are expressed through communication. How are language and communication gendered? What does research say about gender in the workplace, media, and educational settings? Such questions will be explored with the goal to increase awareness of gender communication. Prerequisites: CMS 102 and junior or senior standing. Cr. 3.

CMS 485 Senior Seminar in Media Studies
This course is a senior seminar designed to explore a particular topic in media studies. This course satisfies a senior-level course requirement in the media studies major. The focus for a given semester will be based on the expertise of the media studies faculty. Class sizes are limited in order for students to participate in discussion and contribute to the group's synergy. Prerequisites: Senior standing or by permission of instructor. Cr. 3.

CMS 491 Independent Study
A concentrated program of research or study on a particular topic approved and guided by a Department faculty member. The student and faculty member will have periodic conferences throughout the semester to discuss the progress and outcomes of the student's work. Prerequisites: Junior or senior standing and faculty approval. Cr. 3-6.

CMS 493 Advanced Internship and Professional Portfolio in Media Studies
This advanced experiential learning course matches seniors with mentors to develop professional skills and strategies for transitioning to career in the field. Additionally, advanced interns collaborate with the Career Hub to develop an online presence by building a professional portfolio and transition plan. Prerequisites: Media Studies major, senior standing. Cr. 3.

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

CMS 497 On Bullshit
This seminar explores the concept “bullshit.” It asks what does the concept “bullshit” mean to people, how do we decide that something is bullshit, and what sorts of questions can we ask about bullshit that we can empirically study? There is reason to believe that “bullshit” is an important concept, with connections to far-reaching, important parts of our lives, e.g., how we reason and make judgements. CMS 102, and junior or senior standing. Cr. 3.

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

Criminology Overview

Chair of the Department: Dusan Bjelic

Professors: Bjelic, Messerschmidt

Associate Professor: Wachholz

Assistant Professor: McQuade, Malhotra

The Program is well-known for its critical perspectives and published research on criminological theory, gender, multi-cultural, and comparative analyses. The faculty have won regional, national, and international awards for scholarship, teaching innovations, and community service.

While some students enroll in the major expecting to learn law enforcement skills and strategies, psychological profiling, forensic investigation, and approaches to prosecution, this is not the program's focus. Criminology courses examine social structural foundations of crime, deviance, and social harm, including the social control institutions, as well as the power dynamics involved in defining crime, prosecuting crime, and official sanctions for deviance and those "at risk." The dynamics of racism, sexism, class inequality, and heterosexism as they impact perceived realities of "crime" are also systematically explored in the program's courses. The notion that "crime" is simply about breaking the law is not accepted at face value; the concept and the broader discipline of criminology as it relates to faculty research, teaching, and community service are examined.

Internships

The Criminology Department offers a strong and established internship program. The internship course actively seeks to bring together student academic work and community involvement. Students are strongly encouraged to begin preparation for their internship the semester prior to the one in which they intend to register for the course.

Major Credit and Minimum Grade Policy

Courses to be taken for major credit at other colleges and universities must be approved in advance. Grades of C or better must be achieved in all courses for major credit. Courses taken pass/fail are not acceptable in the major. Before taking upper-level criminology courses, students must have completed CRM 100 with a grade of C or better. To complete the major successfully, students must have achieved a grade of C or better in all courses taken for the major.

Transfer Students

Transfer students and students contemplating transfer into the Criminology Department are urged to meet with the Department Chair as early as possible for an evaluation of their progress and their requirements in the major.

Supplementary information is published each semester by the Criminology Department to assist students in planning their course schedules. The information includes a summary of major courses, listings, and descriptions of special courses, and general information for majors.

For more information, write to: Administrative Specialist, Criminology Department, University of Southern Maine, P.O. Box 9300, Portland, Maine 04104-9300 or telephone (207) 780-4105.

BA in Criminology

Description

The Criminology Department offers a four-year bachelor of arts (BA) degree in criminology. The program provides students with a liberal arts education focused on the complex relations among crime, law, and society, and which emphasizes the social sciences. The curriculum is a rigorous series of courses which provides students with a comprehensive knowledge of crime and crime control in contemporary, historical, and comparative perspective. The core of the curriculum is an integrated set of required courses. These courses are designed as a cumulative set of

experiences and should be taken in sequence if possible. Elective courses enable students to place their criminological interests in a broader perspective.

Many students in the program are interested in social and human service occupations related to criminal, juvenile, and social justice. The program also prepares students for a wide variety of other career options and provides an excellent basis for graduate study in criminology, other social sciences, and law.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the **major**: 36. A grade of "C" or better is required in any course used for criminology major credit.

Required Courses (24 credits)
CRM 100 Introduction to Criminology
CRM 216 White-Collar Crime
CRM 220 Research Methods in Criminology
CRM 225 Crimes Against the Environment
CRM 310 Classical Theories of Social Order
CRM 317 Gender and Crime
CRM 365 Race and Punishment
CRM 402 Senior Seminar

Elective Courses (12 credits)
Students must choose four elective courses (12 hours) from the following list:
CRM 217 Crime in Maine
CRM 222 Field Studies in Informal Social Order
CRM 230 Introduction to the Criminal Justice System
CRM 320 Film and Social Order
CRM 325 Domestic Violence
CRM 327 Animal Abuse
CRM 337 Youth Crime
CRM 340 Criminal Law
CRM 345 Criminology in Sweden
CRM 350 Topics in Criminology
CRM 370 Reflexive Criminology
CRM 375 Media, Crime, and Criminalization
CRM 380 Restorative Justice
CRM 390 Independent Projects
CRM 395 Internship

Recommended Course Sequence

Recommended Course Sequence

Curriculum Summary and Guide

The criminology curriculum is a series of structured and integrated courses that should be taken in sequence, if possible.

Year	Required Courses	Elective Courses
1	Introduction to Criminology	
	Crimes Against the Environment	
2	White-Collar Crime	
	Research Methods	
3	Race and Punishment	Electives
	Gender and Crime	
	Classical Theories of Social Order	
4	Senior Seminar	Electives

Minor in Criminology

Description

See Program Requirements

Program Requirements

The number of credit hours required for the **minor** is 18. A grade of "C" or better is required in any course used for criminology minor credit.

Required Courses
CRM 100 Introduction to Criminology
CRM 216 White-Collar Crime
CRM 220 Research Methods in Criminology

Choose one of the following:
CRM 225 Crimes Against the Environment
CRM 310 Classical Theories of Social Order
CRM 317 Gender and Crime
CRM 365 Race and Punishment
CRM 402 Senior Seminar

Elective Courses:
Choose any TWO CRM courses

Criminology Course Descriptions

Criminology Course Descriptions

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

CRM 216 White-Collar Crime
This course provides an analysis of different criminological perspectives on white-collar crime, and focuses on some specific types of white-collar crime: occupational crime, corporate crime, and political crime. Prerequisite: CRM 100 or permission. Cr 3.

CRM 217 Crime in Maine
An introduction to crime and penal policies in Maine, including official and unofficial crime statistics; common crimes; white-collar crimes; and selected aspects in crime control. The course presents interstate comparative analysis, and several guest lectures by Maine speakers. Prerequisite: CRM 100 or permission. Cr 3.

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

CRM 222 Field Studies in Informal Social Order
This course will study informal social order as the tacit framework for the formal legal order. This will be an empirical test of criminological theories introduced in CRM 215. Through different methods of field research, students will be asked to observe and analyze the informal order of legal institutions such as courtrooms, prisons, and police stations. Prerequisite: CRM 100 or permission. Cr 3.

CRM 225 Crimes Against the Environment
This course is designed to expose students to many of the prominent controversies and challenges associated with defining, measuring, and responding to crimes against the environment. Central to the course is an examination of the relationship between socioeconomic power and its effect on responses to environmental change. Prerequisite: CRM 100 or permission. Cr 3.

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

CRM 301 Criminological Theory
This course focuses on the development of criminological theory from 1930 to present. The course is historical in nature and addresses such fundamental problems as why certain behavior is defined as criminal, the causes of crime, and the consequences for the individual of being labeled as a criminal. Prerequisite: CRM 100 or permission. Cr 3.

CRM 310 Classical Theories of Social Order
This course will examine how the concept of social order and the invention of criminology arose simultaneously. Classical social theories of the Enlightenment and Modernity will be used to study the origin of the modern state and the criminalization of various social groups. Prerequisite: CRM 100 or permission. Cr 3.

CRM 317 Gender and Crime
In this course, we will examine the politics of gender and crime through an intersectional lens of power and inequality. We will explore how notions of masculinity and femininity shape, and are reinforced by, narratives about victimization and offending. In doing so, we will focus on the intersections of race, class, citizenship status and sexual orientation. Particular attention will be given to the role of gender in the following contemporary contexts: the criminalization of poverty and work, street masculinities and femininities, sexual violence, hate crimes, state/political crimes, mass incarceration, bias in the criminal justice system, and alternative approaches to justice. Prerequisite: CRM 100 or permission. Cr 3.

CRM 320 Film and Social Order
The intent of this course is to engage in a cross-cultural study of the relationship of film to social order and crime. Films construct images about social reality. The ways in which these images present and interpret this relationship will be examined from various analytical standpoints, including ethno-methodology, semiology, and post-modernism. Prerequisite: CRM 100 or permission. Cr 3.

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

CRM 327 Animal Abuse
Key questions about the nature and forms of animal abuse are subjected to interdisciplinary inquiry spanning sociology, criminology, moral philosophy, and law. The course begins with individualized forms of animal abuse, such as cruelty, neglect, and sexual assault. It then examines institutionalized forms of abuse in research, zoos, hunting, sport/entertainment, and food production. Attention is also given to the link(s) between animal abuse and interhuman violence. Prerequisite: CRM 100 or permission. Cr 3.

CRM 330 Crime and Social Control
This course explores theoretical and practical issues of modern systems of social control, including punishment, policing, prisons, parole, probation, and the role of the state in social control. The history of Western social control systems is stressed, with emphasis on race, gender, and class effects. Students are required to engage in experiential learning. Prerequisites: CRM 100 or permission. Cr 3.

CRM 334 Law and State
This course explores the relationship between the United States' social welfare policies and contemporary crime control problems and practices. It includes an examination of the United States' residual welfare state, theories on social welfare development, and the Nordic model of crime prevention, which is based on the premise that crime can be reduced through social policies designed to lessen structural inequalities. Prerequisite: CRM 100 or permission. Cr 3.

CRM 337 Youth Crime
This course provides an overview of justice issues as they affect juveniles. Theoretical explanations for youth crime as well as the emergence of both "adolescence" and "delinquency" as socially constructed concepts will be examined. In general, the course adopts a historical approach to youth crime. Prerequisite: CRM 100 or permission. Cr 3.

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

CRM 345 Criminology in Sweden
This special summer course in Sweden provides students with the opportunity to live in, study, and experience another culture and to gain an understanding of crime, criminology, and social control in another country. Visits will be made to the police department and court system in

Stockholm and to several prisons in other cities. Lectures will be provided by sociologists at the Criminology Institute at the University of Stockholm, as well as by a variety of lawyers, judges, and political party leaders. Offered Summer Session only. Prerequisite: CRM 100 or permission. Cr 6.

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

CRM 365 Race and Punishment
The objective of this course is to examine the racial history of the American legal system and its relationship to the United States criminal justice system. The course focuses on the inherent contradiction due to the absence of social justice between the constitutional promise of human rights and their actual suppression, the contradiction between personal ethics espousing racial justice and emancipation, and the ethics of political power, which legitimate their suppression. Prerequisite: CRM 100 or permission. Cr. 3.

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

CRM 375 Media, Crime, and Criminality
It is important to examine how the media assemble, select, and disseminate "crime knowledge" to audiences and thus influence their understanding of crime. The course uses a social constructionist approach to explore structural, institutional, and interactional contexts of media production. Prerequisite: CRM 100 or permission. Cr 3.

CRM 380 Restorative Justice
This course explores theory and research on restorative justice, which is an international movement of "progressive" reform that claims to reduce social inequalities generating crime. Students explore theoretical and empirical developments in restorative justice and examine programs claiming restorative components, such as victim-offender mediation and diversionary conferences. Prerequisites: CRM 100 or permission. Cr 3.

CRM 390 Independent Projects
Individually or collectively arranged reading and/or research for juniors and seniors under the direction of a faculty member. May be repeated for credit. Prerequisites: CRM 100 and permission of instructor. Cr var.

CRM 395 Internship
The course is designed as a field experience/reflection opportunity for upper-level criminology majors with substantive background or coursework in the area of internship placement. It also provides a work/action experience and insight into professional roles in a variety of community agencies and organizations. The emphasis is on the application of social science perspectives, substantive knowledge, and methodologies to understand a particular organizational situation. In addition to field placement, students are expected to meet for a series of internship seminars, for which readings and reports will be required. Also, students must have completed 53 or more credit hours by the end of the semester in which they register for the course. Contact Department internship coordinator for details. Prerequisites: CRM 100 or permission. Cr 3-6.

CRM 401 Comparative Criminology
This course focuses on the application of U.S. criminological theory in cross-cultural contexts. Specific emphasis is given to the problems of cultural relativism and intellectual imperialism while providing an integrative senior experience for majors. Prerequisites: CRM 100, CRM 220, and senior class standing. Cr 3.

CRM 402 Senior Seminar
This course is intended to furnish junior/senior criminology majors with an opportunity to reflect on and integrate the material in their other courses. Its focus is a major research project. The research project culminates in a research paper that investigates how a specific social inequality (or inequalities)--such as class, race, gender, age, sexuality, and nation--are related to a particular crime. The course combines individualized instruction, small group meetings, and seminars. Prerequisites: CRM 100, CRM 220 and junior or senior class standing. Cr 3.

Economics Overview

Professor: Hillard; Associate Professor: Bouvier, Mamgain; Assistant Professor: Cauvel; Lecturer: Cote

Economics offers valuable perspectives on local, national and international patterns of employment, living standards, business activity, and community development. While learning the discipline's technical skills, students develop analytical tools applicable to contemporary issues. The USM economics program emphasizes the links between schools of economic thought and the public policy positions (on unions, housing, food, militarism, imprisonment, health care, and banking, for example) which follow from those schools. Students develop analytical expertise and an appreciation for the diverse areas in which economic inquiry is relevant. As a liberal arts degree, students also develop excellent skills in critical thinking, research, quantitative analysis, and writing.

Because a degree in economics provides an excellent foundation for an array of professional and advanced academic pursuits, we offer Bachelor of Arts and Bachelor of Science degrees to accommodate student strengths and preferences. The BS degree, often favored by students with an interest business and finance, takes a more quantitative approach to the curriculum. The BA degree, often favored by students interested in a more liberal arts/social sciences interpretation, tends to stress a more qualitative, critical thinking approach. Notwithstanding, graduates in possession of either degree have pursued careers in economics, law, public policy, business, and education.

Housed within the Department of Economics and Sociology, the Economics program partners with Sociology and other majors, as well as the Labor Studies, Race and Ethnic Studies, and Food Studies minors to offer students opportunities to deepen and enrich knowledge and skills in Economics with interdisciplinary learning. Many students combine an Economics major or minor with a major or minor from USM's School of Business.

Economics offers two options for accelerated learning, which allow qualified students to begin a graduate degree while still an undergraduate. The Accelerated Law Pathway allows students to complete both a Bachelor's and a J.D. degree in six years rather than the usual seven. Please see the Accelerated Law page in the catalog for more information. The Accelerated Graduate Pathway to Policy, Planning and Management (PPM) prepares students for leadership roles in government, nonprofit organizations, and the private sector by developing a strong, multi-disciplinary foundation of skills and knowledge in the fields of policy, planning, and management. For more information see Accelerated Graduate Pathway - Economics to Policy, Planning, and Management (MPPM) in the catalog.

In both accelerated programs, qualified undergraduates take graduate courses while still undergraduates for the same price per credit hour as they'd pay to complete their bachelor's degree.

BA in Economics

Description

The undergraduate program in economics provides practical preparation for a variety of careers as well as for graduate study in economics, business administration, public policy, and law. Economics is a social science and as such is best studied in the context of broader exposure to the liberal arts and sciences.

Economics is a marketable liberal arts degree. Liberal arts majors (social sciences and humanities) develop excellent writing and research skills, and increase a student's knowledge of the world. These majors also help students build a stronger and more informed sense of identity and values. Economics at USM also provides students critical thinking and analytical (including statistical) skills.

Program Requirements

BA in Economics

Track A Liberal Arts (37 credits)

Major Requirements (19 credits)

ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ECO 103 Critical Thinking About Economic Issues (a 120 or above ECO course may be substituted for ECO 103)
ECO 301 Intermediate Macroeconomics
ECO 302 Intermediate Microeconomics
ECO 304 Research Methods in Economics
ECO 400 Capstone (1 credit) to be taken in conjunction with an approved ECO 300-level elective

Major Electives (18 credits)

You must take at least six major elective courses; a minimum of four must be from the following ECO courses:
ECO 220 U.S. Economic and Labor History
ECO 305 Econometrics
ECO 310 Money and Banking
ECO 312 U.S. Economic Policy
ECO 315 Economic Development
ECO 316 Case Studies in International Development
ECO 319 Macroeconomics: Debt and Finance
ECO 321 Understanding Contemporary Capitalism
ECO 323 U.S. Labor and Employment Relations
ECO 326 Environmental Economics
ECO 327 Natural Resource Economics
ECO 333 Economics and Happiness
ECO 335 The Political Economy of Food
ECO 340 History of Economic Thought
ECO 350 Comparative Economic Systems
ECO 370 International Economics
ECO 399 Special Topics in Economics
ECO 450 Readings in Economics
ECO 490 Independent Readings and Research in Economics

You may select up to two (of the six required courses) from the following list:
CRM 216 White-Collar Crime
CRM 225 Crimes Against the Environment
GEO 302 Gender, Work, and Space
GEO 303 Economic Geography
POS 340 The Politics of Developing Nations
SOC 348 Sociology of Work
SOC 358 Sociology of Women's Work
WGS 365 Topics in Gender and Institutions II
WGS 465 Topics in Gender and Institutions III

Track B Math Intensive (39 credits)
(recommended for graduate study in economics or related fields)

Major Requirements (16 credits)

ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ECO 301 Intermediate Macroeconomics
ECO 302 Intermediate Microeconomics
ECO 304 Research Methods in Economics
ECO 400 Capstone (1 credit) to be taken in conjunction with an approved ECO 300-level elective

Math Requirements (11 credits)
MAT 152 Calculus A
MAT 153 Calculus B
MAT 380 Probability and Statistics

Major Electives

(12 credits)

Select four courses from the above list of ECO major elective courses.

BS in Economics

Description

The undergraduate program in economics provides practical preparation for a variety of careers as well as for graduate study in economics, business administration, public policy, and law. Economics is a social science and as such is best studied in the context of broader exposure to the liberal arts and sciences.

Economics is a marketable liberal arts degree. Liberal arts majors (social sciences and humanities) develop excellent writing and research skills, and increase a student's knowledge of the world. These majors also help students build a stronger and more informed sense of identity and values. Economics at USM also provides students with critical thinking and analytical (including statistical) skills.

The BS curriculum is recommended for students interested in a liberal arts economics education with greater stress on business and quantitative skills.

Program Requirements

BS in Economics (38 credits)

Major Requirements (16 credits)

ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ECO 301 Intermediate Macroeconomics
ECO 302 Intermediate Microeconomics
ECO 304 Research Methods in Economics
ECO 400 Capstone (1 credit) to be taken in conjunction with an approved ECO 300-level elective

Other Requirements (7 credits)

ACC 110 Financial Accounting Information for Decision Making
MAT 210 Business Statistics

Major Electives (15 credits)

You must take at least five major elective courses; a minimum of three must be from the following ECO courses:
ECO 220 U.S. Economic and Labor History
ECO 305 Econometrics
ECO 310 Money and Banking
ECO 312 U.S. Economic Policy
ECO 315 Economic Development
ECO 316 Case Studies in International Development
ECO 319 Macroeconomics: Debt and Finance
ECO 321 Understanding Contemporary Capitalism
ECO 323 U.S. Labor and Employment Relations
ECO 326 Environmental Economics
ECO 327 Natural Resource Economics
ECO 333 Economics and Happiness
ECO 335 The Political Economy of Food
ECO 340 History of Economic Thought
ECO 350 Comparative Economic Systems
ECO 370 International Economics
ECO 399 Special Topics in Economics
ECO 450 Readings in Economics

ECO 490 Independent Readings and Research in Economics

You may select up to two (of the five required courses) from the following list:

BUS 275 Applied Business Analysis
BUS 335 International Business
BUS 340 Managing Organizational Behavior
BUS 361 International Marketing
BUS 365 Consumer Behavior
BUS 370 Management Science
BUS 385 Entrepreneurship and Venture Formation
FIN 320 Basic Financial Management
FIN 326 Financial Modeling
FIN 327 Investment Management
FIN 330 International Financial Management

Minor in Economics

Description

A Minor in Economics is available to students in any major within the University.

Students wishing to pursue the minor must be in good standing with the University and submit a completed Declaration of Minor form to the Office of Registration & Scheduling Services.

Program Requirements

Requirements for a Minor in Economics (18 credits)

Required Courses:
ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ECO 103 Critical Thinking About Economic Issues

Select three of the following courses numbered 200 or above:
ECO 220 U.S. Economic and Labor History
ECO 301 Intermediate Macroeconomics
ECO 302 Intermediate Microeconomics
ECO 304 Research Methods in Economics
ECO 305 Econometrics
ECO 310 Money and Banking
ECO 312 U.S. Economic Policy
ECO 315 Economic Development
ECO 316 Case Studies in International Development
ECO 319 Macroeconomics: Debt and Finance
ECO 321 Understanding Contemporary Capitalism
ECO 323 U.S. Labor and Employment Relations
ECO 326 Environmental Economics
ECO 327 Natural Resource Economics
ECO 333 Economics and Happiness
ECO 335 The Political Economy of Food
ECO 340 History of Economic Thought
ECO 350 Comparative Economic Systems
ECO 370 International Economics
ECO 399 Special Topics in Economics
ECO 400 Capstone in Economics
ECO 450 Readings in Economics
ECO 490 Independent Readings and Research in Economics

Economics Course Descriptions

Economics Course Descriptions

Courses taught on regular rotation are so noted in each description; other courses not so noted are taught at least biannually unless faculty resources are unavailable.

ECO 120 and ECO 305 satisfy the Quantitative Reasoning Core curriculum requirement; all other 100-level economics courses satisfy a second-tier Core curriculum requirement.

Note that only one course carrying the prefix ECO can be used to satisfy both the Thematic Cluster Core curriculum and economics major requirements.

ECO 100 Introduction to Economics: Ideas and Issues
An introduction to basic economic ideas, issues, and theories for non-majors. The course surveys microeconomic and macroeconomic theories and analyzes current topics and problems of the economy.
Prerequisite: None. **Cr 3**.

ECO 101 Introduction to Macroeconomics
An analysis of the basic characteristics, institutions, and activities of modern market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth.
Prerequisite: None. Every semester. **Cr 3**.

ECO 102 Introduction to Microeconomics
Introduction to the analysis of individual markets: the functioning of prices in a market economy, economic decision making by producers and consumers, and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors.
Prerequisite: None. Every semester. **Cr 3**.

ECO 103 Critical Thinking About Economic Issues
This course aims to develop critical thinking skills through the study of competing interpretations and analyses put forward by economists. Students will use a variety of texts, media, and activities to better understand controversial topics in economics. The specific thematic focus of ECO 103 may vary from section to section. Examples of topics which may be examined include the economics of health care, economic inequality, the global economy, and the economics of the environment.
Prerequisites: College Writing. Every semester. **Cr 3**.

ECO 120 Lying with Graphs: Reading, Writing and Interpreting Graphs in the Social Sciences
If a picture's worth a thousand words, a graph's worth a thousand numbers. Graphs can be used to explain, present, and—yes—distort information. During this course, you will learn how to correctly interpret, critique, and construct graphs, as well as avoid the pitfalls often encountered in using graphs to communicate.
Prerequisite: Students must meet college readiness in mathematics prior to enrollment. **Cr 3**.

ECO 220 U.S. Economic and Labor History
This course examines labor issues in the U.S. economy, combining analytical and historical perspectives. The course surveys the evolution of labor in the U.S. economy from the industrial revolution to the present, considers the history of the American worker and of the U.S. labor movement, and analyzes labor markets and their relationship to the competitiveness of the U.S. economy.
Prerequisite: None. **Cr 3**.

ECO 301 Intermediate Macroeconomics
A theoretical analysis of the basic forces that cause inflation, growth, and fluctuations in economic activity. The effects on employment and other factors are thoroughly treated. Stabilization policies are examined and evaluated.
Prerequisites: ECO 101 and ECO 102, or ECO 100 and permission of instructor. Yearly. **Cr 3**.

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

ECO 304: Research Methods in Economics
This course introduces students on how to conduct original research on economics questions. Basic issues regarding the formulation of research questions, research design, and data collection and analysis are addressed. The course introduces ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Prerequisites: Students must satisfy QR requirement; ECO 101; ECO 102; ECO 301 or ECO 302. **Cr 3**.

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

ECO 310 Money and Banking
This course examines the structure and operation of the financial system with major emphasis on commercial banking, reviews the structure of the Federal Reserve System and analyzes the tools of policy, develops alternative monetary theories, and discusses major issues in monetary policy.
Prerequisites: ECO 101, ECO 102. **Cr 3**.

ECO 312 U.S. Economic Policy
This course examines currently perceived problems of the U.S. economy. A range of views of these problems and associated policy proposals are considered including: free market, traditional monetary and fiscal, as well as new policy approaches.
Prerequisite: Any 100-level ECO course. **Cr 3**.

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

ECO 316 Case Studies in International Development
This course provides case studies of the issues, problems, and policies of economic development. The development experience of various countries is examined in a comparative context.
Prerequisite: Any 100-level ECO course. **Cr 3**.

ECO 321 Understanding Contemporary Capitalism
This course analyzes the character and dynamics of leading contemporary capitalist economies, emphasizing historical, comparative, and institutional perspectives. These perspectives are used to address a wide range of contemporary economic issues, including national R&D policy, financial regulation, public and private human resource investments, and organizational strategies.
Prerequisite: None. **Cr 3**.

ECO 323 U.S. Labor and Employment Relations
This course considers the evolution of 20th-century U.S. labor relations, particularly the competing fortunes of union and non-union labor relations models, as well as the impact of changing institutions on labor markets. It also surveys the evolving perspectives of industrial relations theorists and practitioners.
Prerequisite: None. **Cr 3**.

ECO 326 Environmental Economics
This course considers the economic aspects of environmental issues, such as pollution and environmental degradation, environmental justice, and global climate change. In addressing each of these issues we will investigate the implications of various public policy responses such as regulation, marketable permits, and tax incentives.
Prerequisite: ECO 102 or permission of instructor. **Cr 3**.

ECO 327 Natural Resource Economics
In this course, we will consider the economic aspects of natural resource management and use, including the economically sustainable management of fisheries, forests, water resources, and biodiversity, with applications to Maine and beyond. We will investigate the implications of public policy responses such as regulations, marketable permits, and tax incentives.
Prerequisite: ECO 102 or permission of instructor. **Cr 3**.

ECO 333 Economics and Happiness
Presents the limited relationship between economic well-being and happiness. Students will learn differing assessments and determinants of happiness as presented by economists, psychologists, and neuroscientists. In addition, they will examine the influence of ethics, altruism, and cooperation on well-being and will conclude by examining policy implications.
Prerequisite: ECO 101 or ECO 102 or permission of instructor. **Cr 3**.

ECO 335 The Political Economy of Food

This course examines the inter-relatedness of production, distribution, and consumption of food in a global economy. Topics include the role of government policies in the U.S. and India, the impact of multinational agro-corporations on traditional methods of food production, and the subsequent impact on income and entitlements to food.
Prerequisites: Any 100-level ECO course and College Writing or permission of instructor. **Cr 3**.

ECO 340 History of Economic Thought
A survey of the development of modern economic theories, focusing in particular on Smith, Ricardo and Malthus, Marx, the marginalists, and Keynes. Consideration is also given to contemporary debates which exemplify historical controversies among theories.
Prerequisites: ECO 101, ECO 102. **Cr 3**.

ECO 370 International Economics
Analysis of international markets and exchange theory, functioning of prices in the international economy, international finance, tariffs, quotas, and other instruments of international economic policy.
Prerequisites: ECO 101, ECO 102. **Cr 3**.

ECO 399 Special Topics in Economics
Prerequisite(s): Depends on topic. **Cr 3**.

ECO 400: Capstone in Economics
In this one-credit seminar, taken in conjunction with a companion course, students reflect on and integrate learning in the major. Emphasis is on learning at the individual level, as students explore connections among their courses, and collectively as students explore what they have in common as economists despite different academic trajectories. Prerequisites: Senior status and permission. **Cr 1**.

ECO 450 Readings in Economics
A series of readings and discussions of important books and articles of a socio-economic and politico-economic nature.
Prerequisite: None. **Cr 3**.

ECO 490 Independent Readings and Research in Economics
Independent study and research of various student-selected areas of economics.
Prerequisites: ECO 101 or ECO 102 or permission of a faculty sponsor, junior or senior-level standing, a completed Independent Study Approval Form and sponsorship by an economics faculty member.
May be taken more than once. **Cr 1–6**.

English Overview

Chair of the Department: Shelton Waldrep, 325 Luther Bonney, Portland

Professors: Bertram, Kuenz, Muthyala, Peters, Raimon, Waldrep; Associate Professors: Carroll, Swartz, Tussing, Walker; Assistant Professor: Ouellette; Emerita: Ashley, Gish

The USM English major is devoted to the study of language, literature, and culture. Focusing upon the British and American literary traditions, the major exposes students to a range of literature in different historical eras.

The major encourages both the analysis of literary form and the study of literature in its historical and cultural contexts. Students learn how to read in the light of contemporary critical theories and in relation to the tools, texts, and theories of other academic disciplines. Many classes provide opportunities for the study of non-literary cultural texts and practices such as film, television, fashion, and ritual.

The English major teaches students how to see the world from multiple perspectives and exposes them to a large array of content that comes from both within and outside of a university setting. The most distinctive skill the major develops is critical expository writing. Virtually every course requires substantial writing from students, ranging from a weekly short paper to longer research papers.

Prerequisites and Course Waivers

College Writing or a waiver is a prerequisite for any English language or literature course, including ENG 140. ESL 100 satisfies this requirement for non-native speakers of English. ENG 140 or permission of the instructor is a prerequisite for ENG 245. For English majors, ENG 245 is a prerequisite for Capstone Seminars. ENG 201 or instructor permission is a prerequisite for all 300- and 400-level creative writing courses. Certain advanced courses, as indicated in the course listings, and all independent studies require the permission of the instructor.

Non-majors and students with special interests are encouraged to seek the instructor's permission to take any course for which they feel qualified. ENG 140 may be waived for transfer students with certain literature course credits.

Semester Course Guides

Every semester the Department publishes a course guide that gives more detailed information, including texts and writing requirements, than the undergraduate catalog can accommodate. Students are urged to obtain a copy of the guide in the office of the Department of English or visit our website for a pdf of the latest copy.

Degree in English with Distinction

For a B.A. degree in English with Distinction, a student must achieve a 3.33 GPA or better average in all English courses.

Learning Outcomes

Every major will:

1. produce a substantial body of analytical writing that uses evidence and employs formal standard written English to make a focused argument.
2. read a range of complex cultural texts and exhibit a knowledge of different genres and literary history.
3. use advanced research tools and knowledge of basic literary terms to compile, evaluate, and document appropriate primary and secondary sources for a substantial capstone project.
4. critically examine and synthesize multiple, complex, often contradictory arguments and perspectives.
5. demonstrate knowledge and comprehension of texts and traditions of language and literature written in English as well as their social, cultural, theoretical and historical contexts.

BA in English

Description

The English degree provides a strong academic foundation for a variety of careers as well as graduate or professional school. Students are introduced to literary research and analysis and the masterworks of ancient and medieval literature before advancing to required courses in writing, theory, and literature, both past and present. English majors are encouraged to study abroad in the third year. All students engage in original research in the senior capstone seminar.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the major is 36. No more than 12 credits in 200-level courses may count toward the major.

English majors must meet the following English Department requirements. All courses must be passed with a grade of C- or better and six hours with a grade of B or better. Prior to beginning the English major, students must complete ENG 100 College Writing (or an equivalent writing course) and ENG 140 Reading Literature. After satisfying these prerequisites, students should take ENG 245 Introduction to Literary Studies before concentrating on more advanced work to complete the 36-credit major requirement. No more than six credits of the English major may be used to fulfill requirements for the minor in Creative Writing, the minor in Public and Professional Writing, nor the Certificate in Public and Professional Writing.

Prerequisites

Students must take the following courses before beginning study in the English Major. These courses do not count as credit toward the English major.

- ENG 100 College Writing (or an equivalent writing course)
- ENG 140 Reading Literature

Courses in the Major

- ENG 245 Introduction to Literary Studies (3 credits). This course is a prerequisite for the Capstone Seminar.
- ENG 220 World Masterpieces I (3 credits)
- At least one 300- or 400-level Theory course (3 credits)
- At least one 300- or 400-level Writing course (3 credits)
- Three 300- or 400-level historical period courses, one of which must be before 1800 (9 credits)
- Capstone Seminar (3 credits) A Capstone seminar is a small class (limited to approximately 15 students) designed to encourage independent thinking, intensive student participation, and in-depth research on topics of the student's choice related to the seminar topic. Typically seminars allow a professor to teach a focused subject of special interest, one on which the professor has done recent research or scholarly writing. Each semester, detailed descriptions of seminars will be published in the English Department's Course Guide. Seminars satisfy the General Education Capstone requirement. Though they may also fulfill requirements under other categories, seminars still count as only 3 credits toward the major requirements.
- Electives (12 credits or as needed to complete 36 credit hours in the major)

BA in English - Secondary Teacher Education

Description

This track of the English degree provides prospective 7-12 teachers a strong academic foundation in English. The curriculum combines English courses in writing, literature, and literary theory with a sequence of pre-internship education courses and field experiences focusing on the theory and practice of teaching.

Students completing the 120-hour degree will have satisfied the USM Core Curriculum and the English Major. Graduates are eligible for recommendation for 7-12 teacher certification in Maine.

Program Requirements

USM Core Curriculum (including pre-internship education courses):

- EYE 108: Culture, Identity and Education (recommended) (3 cr)
- EDU 100: Exploring Teaching (recommended) (3 cr)
- College Writing-ENG 100 or ENG 101 (3 cr)
- Cultural Interpretation-ENG 140 (3 cr)
- Quantitative Reasoning-MAT 120 (4 cr)
- Creative Expression (3 cr)
- Socio-Cultural Analysis-HRD/SBS 200: Multicultural Human Development (3 cr)
- Science Exploration (4 cr)
- Ethical Inquiry and Social Responsibility-EDU 310: Purpose of Schooling in a Democracy (3 cr)
- Cluster:
    - EDU 305: Foundations of Cultural and Linguistic Diversity (3 cr)
    - SED 335: Students with Exceptionalities in General Education (3 cr)
    - SED 420: Multi-Tiered Systems of Educational Support (3 cr)
- Capstone–English major senior seminar (3 cr)

English Major Course Requirements:

- ENG 245: Introduction to Literary Studies (3 credits). This course is a prerequisite for the Capstone Seminar.
- ENG 220: World Masterpieces I (3 credits)
- At least one 300- or 400-level Theory course (3 credits)
- At least one 300- or 400-level Writing course (3 credits)
- Three 300- or 400-level historical period courses, one of which must be before 1800 (9 credits)
- Capstone Seminar (3 credits) A Capstone seminar is a small class (limited to approximately 15 students) designed to encourage independent thinking, intensive student participation, and in-depth research on topics of the student's choice related to the seminar topic. Typically seminars allow a professor to teach a focused subject of special interest, one on which the professor has done recent research or scholarly writing. Each semester, detailed descriptions of seminars will be published in the English Department's Course Guide. Seminars satisfy the General Education Capstone requirement. Though they may also fulfill requirements under other categories, seminars still count as only 3 credits toward the major requirements.
- Electives (12 credits or as needed to complete 36 hours in the major).

Secondary Teacher Education (7-12) Requirements

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill the requirements for teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar’s office. The form is located in the forms section of the Office of Registration Services. https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Teacher Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- ADS 300 Ethics and Youth with Exceptionalities (3 cr.)

- EDU 310 Purpose of Schooling in a Democracy* (3 cr)
- EYE 108 Culture, Identity and Education (3 cr)

Required

- EDU 100 Exploring Teaching* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own.

Candidacy

In order to be eligible to take the content methods course and enroll in internship, pre-candidates must successfully complete the candidacy process. Candidacy takes place in the spring semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. It is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: https://usm.maine.edu/registration-services/academic-policies-undergraduate

Students are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: http://www.maine.gov/doe/cert/fingerprinting.

Pre-candidates must complete the Candidacy application in Tk20 and provide a current resume and two letters. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Student Teaching (9 cr total--3 credits first semester and 6 credits second semester) SED 420 Multi-Tiered Systems of Educational Support (3 cr)
- Content Area Methods Course-one of the following (3 cr)
    - EDU 401 Secondary Science Methods
    - EDU 402 Secondary English Methods
    - EDU 403 Foreign Language Methods
    - EDU 404 Secondary Social Studies Methods
    - MME 434 Secondary Mathematics Methods

Majors

The following majors have Secondary Teacher Education Pathway options:

- Biology
- Chemistry
- English
- Environmental Science
- Geography - Anthropology
- History

- Linguistics
- Mathematics
- Natural and Applied Sciences
- Physics

Please see each major's section of this catalog for their requirements.

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

Tk20

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

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

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulation.

Students who fail to meet any of the academic or professional requirements of this track of the major must withdraw from this track, though they may still complete all requirements for the B.A. in English without recommendation for teacher certification.

Minor in Creative Writing

Description

The English Department offers a minor in creative writing for both English majors and non-majors. The minor consists of tracks in poetry, fiction, and memoir. The goal of the creative writing minor is to direct student attention to writing offerings and collateral textual studies courses.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the creative writing minor: 19.

Students enter the creative writing minor by meeting with the Department Chair. Candidates must be eligible for pre-registration and/or admission to upper-level workshops and should have completed six hours of 200- or 300-level writing classes.

No more than six credits from the minor in Creative Writing can be used to fulfill the requirements for the English major. A grade of "C-" or

better is required.

The following are specific requirements beyond College Writing and ENG 140 or waivers:

- ENG 201 Creative Writing (3 credit hours)
- ENG 245 Introduction to Literary Studies (3 credit hours)
- One of the following courses (3 credit hours)
  (Note: These courses are required for admission to writing workshops.)
  - ENG 202 Memoir and Autobiography
  - ENG 300 Fiction Writing
  - ENG 301 Poetry Writing
- Workshops (6 credit hours)*
  - ENG 302 Fiction Workshop
  - ENG 303 Poetry Workshop
  - ENG 304 Advanced Memoir
  - ENG 306 Writing the Novel

* Workshops may be repeated for credit.

- Elective courses (3 credit hours)
  - Courses selected from English Department offerings must be 300- or 400-level.
- ENG 401 Creative Writing Minor Thesis (1 credit hour)
  The minor requires a thesis comparable to an M.F.A. application portfolio. Before enrolling in ENG 401 Creative Writing Minor Thesis, students must get permission from a thesis advisor with whom they wish to work. During the course, students will produce ten to fifteen poems or twenty-five to fifty pages of fiction or memoir. The thesis may be completed in the second upper-level workshop.

Further information about the creative writing minor is available from the English Department.

Minor in English

Description

The Department offers a minor in English that requires 18 credits of upper-level courses in a program planned with an English faculty advisor. The goal of the minor is to give students not simply a collection of courses, but a coherent experience with English courses chosen to suit their needs and interests.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the English minor: 18. **No more than a total of 6 credit hours can be earned at the 200-level.** A grade of "C-" or better is required.

Each English minor program must meet the following specific requirements beyond College Writing or waivers:

- ENG 245 Introduction to Literary Studies (3 credits)
- Three ENG 300- or 400-level historical period courses (one must focus on a period before 1800 and one on a period after 1800) (9 credits)
- Two additional ENG electives (200-, 300-, or 400-level) to complete the 18 credits required for the minor (6 credits)

Further information about the English minor is available from the English Department.

Minor in Public and Professional Writing

Description

The minor in public and professional writing prepares students to become competent and confident writers in a wide range of fields, such as business, sports management, health sciences, engineering, technology, legal practice and jurisprudence, print and broadcast journalism, academic and trade publishing, and technical and grant writing. Through this program's interdisciplinary curriculum, internships, and guest lecture series, students develop the speaking, writing, and social media skills to communicate effectively and responsibly in diverse public and professional environments. The two foundation courses give students valuable training in grammar, syntax, and style and introduce some of the range of forms and contexts for professional writing, while advanced electives offer more specialized training in specific fields. By providing valuable practice for speaking and writing in business and non-profit sectors, this program significantly expands their career and vocational opportunities.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the Public and Professional Writing minor: 15 credit hours.

No more than six credits from the minor in Public and Professional Writing can be used to fulfill the requirements for the English major. A grade of "C-" or better is required.

Required Courses (6 credits):

- ENG 204 Professional Writing (3 credit hours)
- ENG 205 Sentence Style (3 credit hours)

Electives (9 credits):
Choose 3 courses from the following list (some courses may have prerequisites):

- ENG 305 Rhetoric, Syntax, and Style
- ENG 307 Topics in Professional Writing
- ENG 309 Newswriting
- ENG 310 Topics in Journalism
- ENG 337 Studies in Rhetoric: Writing, Rhetoric, and Emerging Technologies
- ENG 409 Internship in Professional Writing
- CMS 201 Introduction to Public Relations
- CMS 202 Writing for Popular Media
- CMS 215 Journalism Reporting and Writing
- CMS 242 Communication and Social Media
- CMS 274 Writing for the Media
- CMS 302 Writing the Feature Story
- CMS 305 Writing Opinion: Editorials and Columns
- CMS 315 Broadcast Newswriting
- EGN 210 Technical Writing
- ITP 210 Technical Writing
- LIN 313 Syntax
- Other courses may be accepted by the Chair or the Director of Writing Programs (200-400 level).

Certificate in Public and Professional Writing

Description

The undergraduate certificate in public and professional writing prepares students to become competent and confident writers in a wide range of fields, such as business, sports management, health sciences, engineering, technology, legal practice and jurisprudence, print and broadcast journalism, academic and trade publishing, and technical and grant writing. Through this program's interdisciplinary curriculum, internships, and guest lecture series, students develop the speaking, writing, and social media skills to communicate effectively and responsibly in diverse public and professional environments. The two foundation courses give students valuable training in grammar, syntax, and style and introduce some of the range of forms and contexts for professional writing, while advanced electives offer more specialized training in specific fields. By providing valuable practice in speaking and writing in business and non-profit sectors, this program significantly expands their career and vocational opportunities.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the Public and Professional Writing certificate: 9 credit hours.

No more than six credits from the certificate in Public and Professional Writing can be used to fulfill the requirements for the English major. A grade of "C-" or better is required.

Required Courses (6 credits):

- ENG 204 Professional Writing (3 credit hours)
- ENG 205 Sentence Style (3 credit hours)

Electives (3 credits):
Choose 1 course from the following list (some courses may have prerequisites):

- ENG 305 Rhetoric, Syntax, and Style
- ENG 307 Topics in Professional Writing
- ENG 309 Newswriting
- ENG 310 Topics in Journalism
- ENG 337 Studies in Rhetoric: Writing, Rhetoric, and Emerging Technologies
- ENG 409 Internship in Professional Writing
- CMS 201 Introduction to Public Relations
- CMS 202 Writing for Popular Media
- CMS 215 Journalism Reporting and Writing
- CMS 242 Communication and Social Media
- CMS 274 Writing for the Media
- CMS 302 Writing the Feature Story
- CMS 305 Writing Opinion: Editorials and Columns
- CMS 315 Broadcast Newswriting
- EGN 210 Technical Writing
- ITP 210 Technical Writing
- LIN 313 Syntax
- Other courses may be accepted by the Chair or the Director of Writing Programs (200-400 level).

English Course Descriptions

English Courses

- Introductory Courses
- Criticism and Theory Courses
- Writing Courses
- Historical Period Courses Before 1800
- Historical Period Courses After 1800
- Elective Courses
- Internships
- Experimental Courses

Introductory Courses (back to English Courses**)**

ENG 100 College Writing
With an emphasis on the connections between reading and writing, English 100 introduces students to practices and conventions of expository academic writing. Students read expository writing and use the ideas they encounter to develop and refine their own arguments and perspectives. Students learn how thinking and writing change through processes of reading, drafting, rereading, revision, editing, and proofreading. At the end of the semester, ENG 100 students can demonstrate an understanding of sentence structure and syntax as central to meaning. Using standard written English, students can compose essays that reflect a point of view, engage with readings, and focus on a central thesis or project. Prerequisite: college readiness in writing. Every semester. Cr 3.
The following courses are considered equivalents meeting the same outcomes as College Writing and will not be allowed for additional credit, but instead will follow the USM Repeat Policy and count as a repeat of the previous grade: ENG 100, ENG 101, ENG 104, ESL 100, HON 100, LCC 110, LCC 111, RSP 100 and RSP 104.

ENG 101 Independent Writing

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

The following courses are considered equivalents meeting the same outcomes as College Writing and will not be allowed for additional credit, but instead will follow the USM Repeat Policy and count as a repeat of the previous grade: ENG 100, ENG 101, ENG 104, ESL 100, HON 100, LCC 110, LCC 111, RSP 100 and RSP 104.

ENG 103 A Modular Approach to the Writing Process

This course for college writers in various disciplines is divided into three units or modules, each of which earns one credit hour. Each unit runs for approximately one-third of a semester. Students may enroll in one, two, or all three modules and receive separate grades for each module they complete. The second and third units do not require the earlier unit(s) as prerequisites. Any or all of the units may be taken in conjunction with ENG 100 College Writing. The first unit, "Practical and Descriptive Grammar for College Writers," gives students a thorough knowledge of traditional "prescriptive" grammar and introduces them to modern "descriptive" grammar. The second unit, "Editing, Revising, and Rewriting," focuses on skills in proofreading, editing, revising, and rewriting, and also covers the use of computer programs for writing assistance. The third unit, "Research Skills Across the Disciplines," studies the use of library resources (especially online and other computer databases), documentation and bibliography formats from a range of disciplines, and other techniques crucial to writing analytic research papers. Variable cycle. Credit variable.

ENG 140 Reading Literature

This course is an introduction to the premises and techniques of literary analysis. The course emphasizes the close reading of texts from different historical periods and introduces students to literary conventions and terminology as well as library and Internet resources available for research. In this course, students will learn to use concepts of the discipline and conventions of academic discourse with an emphasis on critical writing. Every semester. Cr 3.

ENG 145 Topics in Literature

This course emphasizes oral and written analysis and interpretation of literary and other cultural texts within and across historical contexts. Though topics vary, each provides a broad introduction to the concepts of literary history and periodization as these are understood within the discipline and familiarizes students with the basic terms and methods of literary analysis. May be repeated for credit when topics vary. Variable Cycle. Cr 3.

ENG 220 World Masterpieces I

This course is a study of the major works of Western and non-Western literature from the classical, medieval, and early modern eras. Readings may include *The Epic of Gilgamesh*, *The Odyssey*, *The Canterbury Tales*, and selections from the Bible and the Qur'an. Prerequisites: College Writing or equivalent. Every semester. Cr 3.

ENG 245 Introduction to Literary Studies

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

Criticism and Theory Courses (back to English Courses**)**

ENG 340 History of Literary Criticism and Theory

This course is an historical study of the key critics and theorists from Plato and Aristotle to the present day. Variable cycle. Cr 3.

ENG 341 Contemporary Critical Theories

This course is an introduction to major schools of literary criticism developed in the twentieth century. Emphasis is placed on identifying points of agreement and divergence between various theories and methods for interpreting literature. Specific theories to be studied may include (but are not limited to) structuralism, psychoanalytic theory, Marxist criticism, deconstruction, feminist theory, and the new historicism. Variable cycle. Cr 3.

ENG 342 Topics in Contemporary Theory

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

ENG 344 Sex/Gender and Sexuality

This course will investigate sex/gender and sexuality as analytic categories for understanding culture. Through a consideration of both history and theory, the course will explore different models for understanding sex/gender and sexuality, including their interaction with other categories of difference such as race and class. It will also explore the effect of these models on our understanding of literature, mass culture, theories of identity, and contemporary social life. Variable cycle. Cr 3.

ENG 345 Racial Formations
Guided by the concept of "racial formations," this course will foreground the definition of "race." It will ask questions about whether race is a biological or discursive category, about the relationship between race and identity, and about how racial identity is informed by class, gender, sexuality, and other socio-historical "formations." Course materials may include literature, film, criticism and theory, scientific and historical readings, and popular culture texts such as television, video, and music. Variable cycle. Cr 3.

ENG 440 Independent Study in Literary Criticism and Theory
By instructor's permission. See Department for application form. Cr var.

ENG 441 Seminar in Literary Criticism and Theory
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

Writing Courses (back to English Courses**)**

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

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

ENG 302 Fiction Workshop
This is an advanced course requiring the completion of at least two short stories or a substantial part of a novel. Prerequisites: ENG 300 or instructor's permission. May be repeated for three additional credits with instructor's permission. Variable cycle. Cr 3.

ENG 303 Poetry Workshop
This is a course for advanced students who, after experimenting with different approaches and styles, are developing their own themes and voices as poets. Work toward a completed chapbook-length manuscript or portfolio of poems will be the basis for the course grade. Prerequisite: ENG 301 or instructor's permission. May be repeated for three additional credits with instructor's permission. Variable cycle. Cr 3.

ENG 304 Advanced Memoir
This course offers orientation and practice in the fundamentals of narrative autobiographical writing. We focus on the use of memory—key scenes, remembered characters, and evocative seasons of life—as source material for the writing of personal essays and autobiographical stories. We work with prose narrative material only (prose material that tells a story, as opposed to analytical essays or expository articles), and the boundaries between fact and invention in this course will necessarily sometimes blur. Readings will be drawn from the works of contemporary writers prominent in the field, from period journals and diaries, and from texts on memoir as a literary genre. May be repeated for three additional credits with instructor's permission. Prerequisite: ENG 202 or instructor's permission. Variable cycle. Cr 3.

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

ENG 306 Writing the Novel
This course offers instruction in the preliminary stages of writing a novel, including the uses of synopsis outlines, building well-developed scenes, and experimenting with style, narrative voice, and point of view. Work in class will involve lectures on craft, the critique of student work, and discussions of published texts. Using an expanding synopsis outline, students will produce 50 pages of revised work. Prerequisites: ENG 300 or instructor's permission. May be repeated for three additional credits with instructor's permission. Variable cycle. Cr 3.

ENG 309 Newswriting
This course covers the basics of news-story writing for the print media with intensive practice in news gathering, background research,

interviewing, covering a beat, covering social and political issues, and consideration of ethical and legal issues related to American journalism. Variable cycle. Cr 3.

ENG 400 Independent Study in Creative or Expository Writing
By instructor's permission. See Department for application form. Cr var.

ENG 401 Creative Writing Minor Thesis
The student, working in collaboration with a faculty advisor, produces a thesis of 10-15 poems or 25-50 pages of fiction or memoir. The thesis may be multi-genre, by the student's choice. Prerequisites: ENG 302, 303, 304, or 306. Cr 1.

ENG 409 Internship in Professional Writing
By application to the Department and arrangement with campus or local newspaper or journal. Prerequisite: ENG 309 or 310, or permission of the Department. Every semester. Cr var.

ENG 410 Independent Study in Journalism
By instructor's permission. See Department for application form. Cr var.

ENG 411 Seminar in Journalism
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

Historical Period Courses Before 1800 (back to English Courses**)**

ENG 315 Ancient Literature
This course will vary between being focused on Greek and Roman literature and on literatures outside the Mediterranean/Aegean ancient world. Variable cycle. Cr 3.

ENG 320 Continental Literature
This course examines readings in major works from the Middle Ages through the sixteenth century. Texts typically include some or all of the following: Augustine's *Confessions*, Boccaccio's *Decameron*, Petrarch's *Sonnets*, Dante's *Divine Comedy*, Machiavelli's *The Prince*, Marguerite de Navarre's *Heptameron*, Montaigne's Essays. All texts are read in modern translations. Variable cycle. Cr 3.

ENG 325 Epic and Romance
This course will focus on the emergence and development of Epic and Romance. Possible topics include "the Epic," "Arthurian Romance," and "Medieval Epic and Romance." The course may be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Variable cycle. Cr 3.

ENG 350 Medieval English Literature
This course is a survey of genres popular from the twelfth to the fifteenth centuries (including debates, lyrics, romances, allegories, drama), with emphasis on literature of fourteenth-century England. Major readings will typically include Chaucer's *Troilus*, *The Pearl*, and *Sir Gawain and the Green Knight*. Variable cycle. Cr 3.

ENG 351 Chaucer and the Medieval World
This course is an exploration of Chaucer's historical, philosophical, and literary world through his major comic narrative, *Canterbury Tales*. Variable cycle. Cr 3.

ENG 352 Medieval Drama
This course will introduce the theater of the medieval world, which ranges from the liturgical, ritual drama of the church, to the morality plays—performed by traveling companies—and the mystery cycles in the fifteenth century. Tudor plays of the early sixteenth century may also be read. Attention will be paid to the aesthetic and theological principles underlying the conjunction of farce and high seriousness in the plays, as well as to distinctly medieval techniques of staging and production. Variable cycle. Cr 3.

ENG 353 Medieval Women Writers
This course focuses on women writing in various discursive milieux during the long period between the third and the sixteenth centuries. Writers include literate nuns, female courtly love lyricists, laywomen mystics, the first professional woman writer Christine de Pizan, and women dramatists. Non-English texts will be read in modern translation. Variable cycle. Cr 3.

ENG 354 Studies in Medieval Literature and Culture
This course explores literature and culture ranging from the fifth and sixth centuries through the late fifteenth century. Some topics that may recur include Anglo-Latin and Anglo-French literature and scholarship; feminist studies of medieval culture; and allegory, symbol, and sign. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 355 English Renaissance Literature and Culture
This course is a survey of major genres and writers of the English Renaissance. The course is concerned with the historical context of the production and reception of Renaissance texts. Emphasis is on how sixteenth and seventeenth century innovations in formal techniques are related to cultural and institutional change. Typical writers will include More, Spenser, Marlowe, Wroth, Sidney, Shakespeare, Lanier, Donne, and Milton. Topics and issues covered include gender and the erotic, humanism and power, religion, imperialism, social hierarchy, and notions of selfhood. Variable cycle. Cr 3.

ENG 357 Elizabethan and Jacobean Drama
This course is a study of selected plays from the English Renaissance. The course may focus on a particular theme, genre, sociopolitical issue, or author. Typical topics include theater and the state, unruly women, magic and witchcraft, the construction of the "other," and rebellion. Playwrights typically included are Kyd, Marlowe, Dekker, Webster, Middleton, and Jonson. Variable cycle. Cr 3.

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

ENG 362 Studies in Shakespeare
This is an advanced course in Shakespeare that emphasizes the application of various critical and scholarly approaches to important aspects of the poet and dramatist's work. Typical subjects include allegorical elements in Shakespeare's plays; Shakespeare and the daemonic; Shakespeare and computers; Shakespeare and popular culture; Shakespeare, theater, and the state; Shakespeare's sources; Shakespeare, gender, and sexuality. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 363 Studies in the Renaissance
This course examines selected topics and writers from the sixteenth and seventeenth centuries. The course may focus on an author, genre, historical moment, socio-historical problem, or discursive practice. Typical topics include popular culture, the "New Science," pastoral and politics, literature of "New World" exploration and colonization, the market, or the English Civil War. Courses will typically study the relation of diverse practices of writing or generic conventions to the social and political order of Renaissance England. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 365 Restoration and Eighteenth-Century Literature and Culture
Focusing mostly upon representative or canonical texts, this is a multi-generic course intended to provide an overview of British literature and culture in the "long" eighteenth century, 1660-1800. Readings will be organized around several of the following cultural and historical issues: political and religious controversies; the role of science and experimentation; the creation of the literary professional; women and the domestic sphere; the growth of the British Empire. Variable cycle. Cr 3.

ENG 366 Studies in the Restoration and Eighteenth Century
More specialized than ENG 365, this course offers the opportunity for intensive focus upon a single genre, author, issue, or historical moment to be determined by the instructor. Typical topics include satire and the politics of "wit," the cult of sensibility, theater and anti-theatricality, the eighteenth-century long poem, and seduction and the scandalous memoir. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

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

ENG 368 Studies in Eighteenth-Century American Literature and Culture
More specialized than ENG 367, this course offers the opportunity for intensive focus upon a single genre, author, issue, or historical moment, to be determined by the instructor. Typical topics include science in/and the New World, American nationalisms, the rise of slavery in the colonies, witchcraft and public order, the French Revolution in America, The Great Awakening and women's public life, and colonial autobiography. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 369 Emergence of the Novel
This course explores the emergence of the novel as a new literary mode, one both dependent upon and distinguishable from the kinds of prose narrative that are usually described as its origins: journalism, scandalous memoirs, Puritan autobiographies, conduct books, etc. Variable cycle. Cr 3

ENG 370 Literature of Discovery, Exploration, and Colonialism
Focusing upon literatures of the Atlantic, this course examines literary, historical, and discursive connections between European, Creole, and indigenous cultures in the early period of European expansion. Topics to be explored include the commercial, religious, and scientific origins of European exploration, "New World" representations, and the social organization of colonialism. Students should consult the Department's Course Guide for specific descriptions. Variable cycle. Cr 3.

ENG 379 Earlier Women Writers
This course focuses upon the efforts of women writers in the early modern period to create, negotiate, and contest the terms of a developing literary culture. Instructors will attend to the successes and limitations of gender as a category of analysis. Students should consult the Department's Course Guide for detailed descriptions. Variable cycle. Cr 3.

ENG 415 Independent Study in Ancient and Biblical Literature and Culture
By instructor's permission. See Department for application form. Cr var.

ENG 450 Independent Study in Medieval Studies
By instructor's permission. See Department for application form. Cr var.

ENG 451 Seminar in Medieval Studies
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisites: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 455 Independent Study in the Renaissance
By instructor's permission. See Department for application form. Cr var.

ENG 456 Seminar in the Renaissance
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisites: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 465 Independent Study in the Eighteenth Century
By instructor's permission. See Department for application form. Cr var.

ENG 466 Seminar in the Eighteenth Century
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisites: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

Historical Period Courses After 1800 (back to English Courses**)**

ENG 321 Modernisms
This course will focus on some aspect or aspects of American, British, Continental, and international literary modernisms. Students should expect to explore writing from the first half of the twentieth century and to investigate issues of literary innovation, modernity and historical change, self-understandings as "modern," competing literary versions of modernism, and theoretical/historical versions of modernism. Variable cycle. Cr 3.

ENG 322 Modern Autobiography
The concept of the self has undergone critical changes in the history of autobiography. Many modern autobiographical writers have completely dispensed with traditional notions of the self, expanding the genre and giving it a strong literary focus. By comparing a selection of autobiographical texts by modern authors such as Rilke, Stein, Barthes, and H. D. with more traditional forms of autobiography, the course investigates the historical vicissitudes in the conceptualization of a "self." Variable cycle. Cr 3.

ENG 324 Studies in Canadian Literature and Culture
This course offers students an in-depth study of specific regional, cultural, or political developments in Canadian literature and film. Students may investigate the works of ethnic minorities, women, or particular authors. They may also focus on formative historical periods in the social development of Canada and the literature these periods have inspired (e.g. Quebec literature, literature of the Great Depression). May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 326 Studies in International Literature Since 1900
Literature since 1900 has become increasingly international especially because of expanded availability of translated texts. This course explores topics in literature that are international in scope whether through specific influences or in response to historical, philosophical, political, and aesthetic developments. Although the range and focus of the course will vary, topics will include studies in Commonwealth and European literatures as well as literatures of specific regions such as Africa, the Caribbean, and/or South America. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 328 Modern Novel: Themes and Methods
This course explores works by six or more distinguished novelists expressing contemporary subject matter and technique. Among representative themes students will consider those of dream and illusion, revolution and personal revolt, alienation and anxiety, crime and self-assertion; among narrative techniques, ellipsis and adaptations of stream-of-consciousness. The list of novelists will vary, but may include Knut Hamsun, Franz Kafka, Thomas Mann, Herman Hesse, Andre Malraux, D. H. Lawrence, James Joyce, Christina Stead, Virginia Woolf, Rebecca West, and Djuna Barnes. Variable cycle. Cr 3.

ENG 346 Language, Literature and the Politics of Identity in Contemporary Ireland
This course is an examination of the relations among literature, language and the politics of identity in Ireland today. Readings will include political, historical, and cultural materials from various communities of discourse competing to shape Irish identity for the twenty-first century, including traditional republicanism and unionism, new nationalism, historical revisionism, feminism, and consumer capitalism. Variable cycle. Cr 3.

ENG 371 Romantic Writing
This course is a study of major British poets of the Romantic period (1790-1832). Readings will be selected from among the works of William Blake, Helen Maria Williams, Ann Yearsley, Hannah More, William Wordsworth, S.T. Coleridge, John Clare, John Keats, Byron, and Percy Shelley. Variable cycle. Cr 3.

ENG 373 Studies in Romantic Literature and Culture
This course will explore themes and issues unique to the Romantic Period. Although the content of the course will vary, it will generally include a mixture of literary and cultural forms, including poetry, fiction, nonfictional prose, painting, and drama. Possible themes will include women and Romanticism; Romantic writing and the French Revolution; Romanticism and popular culture; forms of Romantic autobiography; Romantic fiction. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 375 Nineteenth-Century British Novel
This course is a study of the canonical novels produced during the nineteenth century, including texts by the Brontes, Dickens, Thackeray, George Eliot, and Hardy. The course will examine narrative forms, narrators, audience, plots and stories; cultural forms such as the literary pen name; the material production of books, serials, and newspaper stories; the cultural predominance of fiction during the period; the cultural production of subjectivity and readership; and the uses and readings of history in fiction. Variable cycle. Cr 3.

ENG 376 Victorian Literature and Culture
This course explores Victorian writing, including poetry, novels, plays, autobiography, and non-fiction by writers such as the Brontes, the Brownings, Carlyle, Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy, Hopkins, John Stuart Mill, the Rossettis and the pre-Raphaelites, Ruskin, Pater, Tennyson, Wilde. Readings will be organized around several of the following Victorian intellectual, ideological, and cultural issues: the relation of Victorianism to neo-classicism, Romanticism, and modernism; the situation of women; theories of gender and sexuality; industrialism; materialism; aestheticism; decadence; scientific and religious controversies; the emergence of psychoanalysis. Variable cycle. Cr 3.

ENG 377 Studies in Nineteenth-Century British Literature and Culture
This course explores various topics, including *fin de siècle* literature and culture; nineteenth-century intellectual history and culture (e.g., Wollstonecraft, John Stuart Mill, Darwin, Marx, Nietzsche, Freud); Victorian poetry and the visual arts; nineteenth-century psychology and culture; contemporary film appropriations of Victorian fiction. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 378 The Novel of Self Development
Originally developed in German literature, the novel of self-development or Bildungsroman depicts an adolescent male who eventually acquires a philosophy of life based on his conscious effort to gain personal culture. This course investigates the changes the idea of *Bildung* underwent at the hands of various authors in the nineteenth and early twentieth centuries in their adaptation of the original form, including the revision of selfhood to address the *Bildung* as a female as well as a male province. Works to be considered may include Goethe's *Wilhelm Meister's Apprenticeship*, Bronte's *Jane Eyre*, Dickens' *David Copperfield*, Joyce's *Portrait of the Artist as a Young Man*. Variable cycle. Cr 3.

ENG 380 Early Nineteenth-Century American Literature and Culture
This course examines the literature and culture of the United States to the Civil War. While particular writers, works, and theoretical emphases may vary with the instructor, the course will consider historical context and may include canonical and non-canonical texts in a variety of literary and cultural forms: long and short fiction, poetry and song, non-fiction essays, slave narratives, political pamphlets and journalism, and paintings. Possible topics include the growth of female authorship; social reform movements; and the formation and interpretation of the American literary canon. Variable cycle. Cr 3.

ENG 382 The Earlier American Novel
This course explores the American novel to 1900 with attention to historical context, generic development, and thematic connections between texts. The course may include various types of novels, such as epistolary, gothic, romance, domestic, and realist, as well as canonical and non-canonical writers. Variable cycle. Cr 3.

ENG 383 Studies in African-American Literature and Culture
This course will explore various topics in African-American literature and culture. Specific courses may focus on literary traditions, genres, and themes; literary and cultural periods or movements; theoretical issues in the development or study of African-American literature; or the work of a single author. Possible topics include the slave narrative, African-American non-fiction prose, the Harlem Renaissance, the Black Arts Movement, African-American women's writing, African-American literary and cultural theory, Black popular culture. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for specific descriptions. Variable cycle. Cr 3.

ENG 384 Late Nineteenth-Century American Literature and Culture
This course covers the historical period associated with the rise of realism and naturalism in American literature that is traditionally marked by the end of the Civil War and the beginning of World War I. While the course's focus may vary, it will explore the definitions of realism and naturalism with regard to both historical context and aesthetic agendas. In testing definitions of American realism and naturalism, the course may ask questions about whose reality, whose America, and whose intellectual and cultural traditions have shaped our understanding of the literary movements that arose in response to major changes in American society during the late nineteenth and early twentieth centuries. Variable cycle. Cr 3.

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

ENG 387 Women Writers Since 1900
This course introduces students to the diverse concerns of modern and contemporary women writers. It could be organized around a thematic, theoretical, or historical question or could be devoted to two or three figures. It may include writers from First and Third world countries, immigrant writers, and writers of the African Diaspora. Variable cycle. Cr 3.

ENG 390 British Poetry Since 1900
This course will focus on poetry written in Britain since 1900, with emphasis on such questions as the development of modernism, poetic forms and strategies, links to political and cultural developments, and new forms and strategies after modernism. The course will usually focus on three or four specific poets read against a broader poetic and historical context. Poets may include T. S. Eliot, Hugh MacDiarmid, D. H. Lawrence, Stevie Smith, Liz Lochhead, Maeve McGuckian, or writers associated with the "New British Poetries." Variable cycle. Cr 3.

ENG 391 American Poetry Since 1900
This course will focus on American poetry written since 1900. While primary texts and historical or theoretical emphases will vary with the semester, the course will consider poetic forms and strategies, and relations to literary modernism and to American thematics and traditions. In most semesters, the course will focus on three or four major poets, examining their poetry against a broader poetic and historical context. Variable cycle. Cr 3.

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

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

ENG 395 Irish Literature and Culture
Irish literature in English and Irish culture will be studied in relation to three phases in the political and cultural development of Ireland as a nation: 1) the period of Irish nationalism prior to independence in 1922; 2) the formative years of nation building and its myth-making from independence to 1960; 3) 1960 to the present. Variable cycle. Cr 3.

ENG 396 James Joyce
This course is an examination of Joyce's major texts, including *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegans Wake*. Emphasis will be on *Ulysses*. The course also will include relevant biographical, critical and contextual material. Variable cycle. Cr 3.

ENG 397 Studies in Irish Literature and Culture
This course explores topics in Irish literature and culture, often set in the context of Irish history and politics. Sample topics include: Irish drama, Irish film, Yeats and Joyce, Joyce and Beckett, and women and Irish culture. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 398 Studies in British Literature and Culture Since 1900
This course will focus on the interrelated literatures of Britain's distinctive cultures in England, Scotland, Wales and Northern Ireland. It will be organized around different literary periods, cultures, theoretical and historical emphases and social movements. Possible topics include British modernism, the Scottish Renaissance, race and writing in Britain, writing and nationalism. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 475 Independent Study in the Nineteenth Century
By instructor's permission. See Department for application form. Credit variable.

ENG 476 Seminar in Nineteenth-Century Studies
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisites: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 490 Independent Study in Literature Since 1900
By instructor's permission. See Department for application form. Credit variable.

ENG 491 Seminar in Literature Since 1900
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

Elective Courses (back to English Courses**)**

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

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

ENG 204 Professional Writing
This course introduces students to public and professional writing and communication and provides practice in its different forms, such as business writing, grant writing, public relations, interviews, blogs, and speeches. Prerequisite: College Writing or equivalent. Every semester. Cr 3.

ENG 205 Sentence Style
This course develops students' knowledge of sentence parts, patterns, and effects. Through writing and revision, students will explore the relation between sound, structure, context, genre, and meaning. Course readings in rhetoric, linguistics, and poetics will provide terminology and conceptual background. Students will also seek out samples of literary, academic, and professional texts to identify the sentence conventions and patterns used in particular contexts. Prerequisite: College Writing or equivalent. Every semester. Cr 3.

ENG 244 Introduction to Cultural Studies
This course introduces students to the history, concepts, and methods of cultural studies. Students will read a variety of critical texts from a number of different theoretical perspectives, including semiotics, Marxian theory, psychoanalytic theory, gender studies, and cultural anthropology, and will also read selected texts from specific areas of cultural analysis, such as television studies or film theory. The course examines specific aspects of past or present popular cultures. Variable cycle. Cr 3.

ENG 262 Poetry
This course studies poetry as a way of knowing and experiencing the world, introduces important concepts in analyzing and appreciating poetry, and offers the opportunity for students to develop skills in interpretation, literary analysis, and discussion. While primary attention will be on poetic forms, figurative languages and the poetic "canon," it will also consider the relationship between historical context and changes in poetic form in various periods. Variable cycle. Cr 3.

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

ENG 264 Performance Genres
This course will study dramatic performance from its roots in cultural ritual to its historical development in drama as well as its more contemporary manifestations in television and film. Students will investigate the social functions of performance in several cultures and epochs, focusing on conventions of language and stagecraft, dramatic experimentation, and technical innovation. Variable cycle. Cr 3.

ENG 307 Topics in Professional Writing

This is a course for students interested in studying the relationship between rhetoric, writing, and design. Students will learn about aspects of craft, technique, and the creative process through a close and focused inspection of contemporary writing and rhetorical practices. Areas of study will vary from semester to semester, but will include close textual reading and practice in creative, multimodal, and expository writing. May be repeated for credit when topics vary. Variable cycle. Cr 3.

ENG 310 Topics in Journalism
Under this rubric the English Department will offer a variety of advanced courses that have journalistic writing as a major component of the course work. Topics include American culture and world communication, and the right to privacy. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 318 Autobiography
This course will focus on autobiographical forms with emphasis on the emergence and development of the genre. Possible topics include American autobiography, medieval lives, and the confession. The course may be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Variable cycle. Cr 3.

ENG 319 Studies in Genre and Form
The content of this course is flexible, but will focus upon some aspect or dimension of genre studies not treated through other course rubrics. Topics may include women and the romance, the vampire novel and popular culture, or the novel of sensation. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

ENG 330 History of the English Language
This course includes a survey of the prehistory of the language as well as a detailed study of Old, Middle, Early Modern, and Modern English and the forces that shaped these stages. Some methods of modern linguistic science are utilized in examining current usage. Change and development of the language are emphasized. Variable cycle. Cr 3.

ENG 334 Topics in Literacy Studies
This course examines specific topics in the history, practices, and theories of reading and writing, and surveys changing concepts of literacy, orality, illiteracy and theoretical debates over the meaning of the word "literacy" itself. Each section of the course includes a core of readings introducing the central concepts of literacy studies drawn from a variety of related fields such as socio-linguistics, the history of literacy and of print culture, the sociology and history of education, and the psychology of reading. Specific topics will include diverse areas of study such as the history of Anglo-American literacy practices in working-class autobiographies and slave narratives, the history and practices of digital literacies, and multilingual literacies. May be repeated for credit when topics vary. Cr 3.

ENG 337 Studies in Rhetoric
Students will be introduced to the many ways of thinking about rhetoric historically and the value of rhetorical criticism in analyzing texts, discourse, and language. Topics will vary but may survey theories of rhetoric from Plato and Aristotle to contemporary theoretical approaches to rhetoric, including theories of digital rhetoric and multimodality. Students should consult the Department’s Course Guide for detailed descriptions. Cr 3.

ENG 338 Studies in Language
This course may offer a variety of topics on language that include the following: linguistic approaches to literary analysis; language and culture; grammatical structure in English and related languages; and the history of linguistic thought. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Variable cycle. Cr 3.

ENG 347 Topics in Cultural Studies
This course explores specific cultural practices of the past and present. The goal of the course is to introduce students to the different ways in which popular culture has been analyzed and the ways in which different popular cultures have sustained themselves. Although topics courses will vary in subject matter, they will all share the common objective of examining the ways in which a given culture makes sense of itself. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3.

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

ENG 418 Independent Study in Genre and Form
By instructor's permission. See Department for application form. Cr var.

ENG 419 Seminar in Genre and Form
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 431 Seminar on Literacy Studies and the Teaching of Writing
This seminar will consider topics in composition theory and practice within the broad context of histories and theories of literacy. Participants will be asked to make connections between curricular design or pedagogical practices and such issues as the history of public education and English studies, theories of discourse, writing and language use, and definitions of literary language and textuality. There will be consideration of contemporary research debates on the teaching of writing. This seminar is required for students enrolled in the Internship on the Teaching of Writing. This course fulfills the general education capstone requirement. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 444 Independent Study in Interdisciplinary and Cultural Studies
By instructor's permission. See Department for application form. Cr var.

ENG 445 Seminar in Interdisciplinary and Cultural Studies
This course fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 24 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

Internships (back to English Courses**)**

ENG 409 Internship in Professional Writing
By application to the Department and arrangement with campus or local newspaper or journal. Prerequisite: ENG 309 or 310, or permission of the Department. Every semester. Cr var.

ENG 432 Internship in the Teaching of Writing
This Internship will provide qualified upper-class English majors with supervised experience in the teaching of writing. There is also the possibility of placement in tutoring and in community literacy programs. Students registering for the internship must also register for ENG 431 Seminar on Literacy Studies and the Teaching of Writing. Application and screening for the internship take place through the College Writing Committee. Cr var.

Experimental Courses (back to English Courses**)**

Occasionally the English Department offers special courses not listed individually in the catalog. They appear in the current Schedule of Courses under the designation 199, 299, 399, or 499. Such courses will usually be experimental: pursuing original research, testing new alignments of figures or materials, or trying out courses before including them in the Department curriculum.

Language Courses (back to top**)**

Course descriptions for **Languages** can be found under the Linguistics department.

English for Speakers of Other Languages (back to top**)**

English for Speakers of other Languages (ESOL) **course descriptions** can be found under the School of Education and Human Development.

Game Design Studies Overview

The Game Design Studies minor is designed to equip students with skills and competencies applicable both in the field of game development and more broadly in any field in which technology-dependent team-based development is central. Students will be able to:

- Understand and articulate the core defining elements of game and simulation design and development
- Apply their understanding in collaborative development processes
- Enter jobs with an understanding of programming, design, and development
- Transfer their knowledge to other disciplines in which game design principles are of growing importance: marketing, public relations, software development, healthcare, etc.

Minor in Game Design Studies

Description

The minor in Game Design Studies offers a core education in game design and development, along with a number of interdisciplinary options for specialized tracks that allow students to further their development in one of the areas crucial to development of a successful game. In game design, the theoretical and practical exist side by side. This program reflects that by challenging students to develop an academic understanding of games while also focusing on the applied skills needed to be part of a game design team. Programmers, writers, artists, designers, and managers all come together in Game Design Studies, building teams and—more importantly—building games.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the game design studies minor: 18.

General Track (9 credits)
GDS 100 Gaming & Simulation 1: Introduction to Game and Simulation Development
GDS 200 Gaming & Simulation 2: Collaborative Concepts, Tools and Processes
GDS 300 Gaming & Simulation 3: Practicum in Theory and Application

***All students complete the General Track and one other track listed below**

Programming Track (9 credits)
*The three required courses in the General Track plus:

COS 160/170 Structured Problem Solving: Java
COS 199 Unity 101 (Prerequisite COS 160)

Other courses which could be added/substituted with advisor approval include:

COS 161 Algorithms in Programming
COS 246 Programming Handheld Devices
COS 285 Data Structures

Art and Animation Track (9 credits)
*The three required courses in the General Track and three of the following:

ART 141 Surface, Space, Time (2D)
ART 142 Surface, Space, Time (3D)
ART 222 Digital Art and Design
ITT 181 Computing Technologies
ITT 231 Technical Visualization
ITT 282 Computer-Aided Design
ITT 344 Digital Video and Media Streaming Technologies

Sound Design Track (9 credits)
*The three required courses in the General Track plus:

CMS 222 Digital Radio and Audio Production
MUS 271 Principles of Digital Audio and Music Production
MUS 371 Advanced Principles of Digital Audio Music Production

Writing and Narrative Design Track (9 credits)
*The three required courses in the General Track plus:

CMS 225 Screenwriting
ENG 300 Fiction Writing
ENG 399 Visual and Interactive Storytelling

Business and Production Track (9 credits)

*The three required courses in the General Track and three of the following:

BUS 341 New Product Development
BUS 356 Digital Marketing
BUS 385 Entrepreneurship and Venture Creation
BUS 386 Creative Strategies for Entrepreneurs
BUS 389 Self-Directed Innovation Project
BUS 485 Managing the Growing Entrepreneurial Venture
CMS 220 Topics in Media Production I
CMS 360 Ethical Dilemmas in the Digital Age
ITP 210 Technical Writing
ITP 230 Project Management

Game Design Studies Course Descriptions

GDS 100 Game Design I: Introduction
Introduction to the history, concepts, strategies and methodologies of game theory and game, simulation and interactive development. This is a hands-on course where students learn the history and theories of gaming while developing and making board games, role playing card games, and a simple video game using Scratch or other software created to introduce programming and design concepts. No coding experience is required. Cr 3.

GDS 200 Game Design II: Collaborative Concepts, Tools and Processes
Exploration of key concepts, tools and processes for Game, Simulation and Interactive Development. The course covers a deeper understanding of game theory. Students present and works through specific methods of level and environment design, gameplay balance, different demands and features of different gaming genres using creative teamwork and creative team problem solving. Students in this course will work together to develop more advanced games, simulations and/or interactive projects using more sophisticated game development software. Prerequisite: GDS 100 or instructor permission. Cr 3.

GDS 300 Game Design III: Practicum in Theory & Application
The course presents an in-depth exploration of collaborative Game, Simulation and Interaction development. Students in the course learn creative problem stating and solving skills, project management and other relevant proficiencies for game, simulation and interactive development relevant to the continually evolving industries. Students learn how to apply their individual skills sets in development of teams for project research, development and publication of games and simulations. Students work in collaboration to advance development and design skills and observe development processes at local studios. Prerequisite: GDS 200 or instructor permission. Cr 3.

Food Studies Overview

Professor: Michael Hillard
Associate Professor: Cheryl Laz
Assistant Professors: Jamie Picardy
Lecturers: Richard Bilodeau; Sara Ghezzi
Assistant Research Professor: Matthew Hoffman
Internship Coordinator and Program Specialist: Amy Carrington

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

Why USM Food Studies?

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

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

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

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

Minor in Food Studies

Description

The Food Studies Undergraduate Minor (18 credits) provides students with a broad interdisciplinary understanding of the social, economic, and environmental factors associated with global, national, regional, and local food systems. The minor also provides an opportunity for students to develop a range of professional skills central to work within food-related professions in the private, nonprofit and public sectors. The Food Studies Minor consists of three required courses, one course emphasizing the development of professional skills, and two elective courses. Student may also meet the requirements for the minor with two USM courses and a semester abroad at Umbra Institute in Perugia, Italy. Diverse

internship opportunities are available to Food Studies students, and students are strongly encouraged to participate in an internship as one of their elective courses.

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

- Describe, critically analyze, and evaluate food systems at multiple levels, including trends and future potential.
- Identify, question, and take personal responsibility for their individual roles and spheres of influence as participants within the local, regional, national and global food systems, including exercising a level of intercultural competence to be able to effectively engage the broader community on food-related concerns.
- Apply conceptual, theoretical and technical food systems concepts and knowledge to real world circumstances and challenges, including designing, and/or evaluating solutions.
- Identify, analyze, and evaluate contemporary and historical factors that affect food supply and food security, including environmental issues and issues of power and social justice (*e.g.*, labor, economic, environmental, racial and gender equity).
- Analyze, assess and critically evaluate the relationships between place, culture, and food systems.
- Develop and practice workforce skills and knowledge in a food-related context through an engaged learning experience; these include skills essential to leadership, entrepreneurship and business, policy analysis, advocacy and organizing, and oral and written communication.

In addition, students will be able to:

- Exercise critical thinking skills, including analysis and evaluation;
- Communicate clearly and effectively in both oral and written form;
- Demonstrate fundamental scientific or technical literacy (this could be acquired outside the Program, or within the Program through courses linking science and policy); and
- Apply disciplinary knowledge from their major to their minor, and interdisciplinary knowledge from their minor to their major

Program Requirements

The minimum number of credits (exclusive of the University's Core Curriculum) required for the minor: 18.

To complete the Food Studies minor, students must take a total of 18 credits. The minor consists of three required courses (9 credits), one course emphasizing the development of professional skills (3 credits), and two elective courses (6 credits).

Students must earn a C- or better in each course in order for the course to count towards the minor.

Required Courses (9 credits)
FSP 100 Introduction to Food Systems
FSP 200 Food, Power and Social Justice
FSP 310 Food and Environment

One Professional Skills course from among the following (3 credits)
BUS 260 Marketing
ECO 323 US Labor and Employment Relations
FSP 215 Entrepreneurship and the Business of Food
FSP 320 Poverty and Hunger
TAH 222 Food and Beverage Management

At least 6 credits from among the following:
Note that the first course used for professional skills will not also be counted as an elective; an additional/second professional skills course will count as an elective.
BUS 260 Marketing
BUS 341 New Product Development
BUS 347 Triple Bottom Line
BUS 385 Launching Entrepreneurial Ventures
ECO 323 US Labor and Employment Relations
ECO 335 Political Economy of Food
FSN 270 World Food and Nutrition (online Orono)
FSP 215 Entrepreneurship and the Business of Food
FSP 225 Topics in Food Studies
FSP 311 Food Policy and Planning
FSP 320 Poverty and Hunger
FSP 390 Independent Study

FSP 395 Internship in Food Studies
SOC 363 Food, Culture and Society
TAH 222 Food and Beverage Management
TAH 224 Off-site Catering
TAH 228 Introduction to the Craft Beer Sector
TAH 264 Culinary Tourism
TAH 361 Local Food & Agritourism
TAH 426 Beverage Operations

Study Abroad Option
Students can complete the minor by studying at Umbra Institute's Food & Sustainability Studies Program in Perugia, Italy. Students must take FSP 100 and FSP 200 at USM, and four courses (three required, one elective) through Umbra Institute's Food & Sustainability Studies Program. FSP 100 must be taken prior to studying abroad.

Required Umbra Institute courses:
FSST 330: Sustainability and Food Production in Italy
HIST 350: History and Culture of Food in Italy
ITAL 101: Introductory Italian

Elective Umbra Institute courses (choose one):
ANFS 375: The Anthropology of Food
BUS 355: Wine and Olive Oil: Marketing and Communication Strategies
FSST 250: Food Chemistry: The Science of Italian Cuisine
FSST 320: Water Resources: Environment, Society and Power
FSST 325: From Literature to Social Media: Reading and Writing Italian Food

For further information, please contact the Food Studies Administrative Specialist.

Food Studies Course Descriptions

Undergraduate
Graduate

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

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

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

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

FSP 300 Food: History, Culture, Politics
This course will explore the history, culture, and politics of food in America with a special emphasis on New England and regional differences. The course will examine colonial food ways including diet, food theft, trade patterns, and regional diversity; 19th century health, sanitation and temperance reforms; the rise of cooking schools, food writing, and regional cuisine; and contemporary issues such as fast and slow food, terminator seeds, organic farming and the diet industry. Cr 3.

FSP 310 Food and the Environment
This course examines the relationship between the physical environment and human-made food systems and the environmental impacts of food production, processing, distribution, and disposal. We explore how different frameworks and different analytical methods help us to identify strategies for making the food system more sustainable and resilient. Students will research and analyze a food system related environmental problems and prepare a report with recommendations to address that problem. Prerequisites: FSP 100 (can be concurrent), junior or senior standing, student within the Honors Program, or permission of instructor. Cr. 3.

FSP 311 Food Planning and Policy
This course is designed to build knowledge of food systems: their development, function and interaction with the economy, public policy and planning. The course introduces students to basic issues in the production, aggregation, processing, distribution, marketing, consumption and disposal of food, especially with regard to those elements that can be influenced by civic action and public regulation. Upon course completion, students should have an increased understanding of forces shaping food systems, dimensions of conventional and alternative models, food systems policy and planning with community development, and their own relationship and choices with regards to the contemporary American food system. Prerequisites: one of the following: FSP 100, FSP 200 or FSP 310, or permission of instructor. Cr. 3.

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

FSP 395 Internship in Food Studies
The course is designed to provide real-world experience of and insight into food system-related professional roles through work in a community food-based business, organization or agency. The primary objective of the internship is the application of the perspectives, substantive knowledge, and methods studied in the Food Studies Minor curriculum to a particular organizational setting. In addition to field placement responsibilities, students are expected to regularly reflect and report on their experience. Students may do a second 3-credit internship pending funding availability. Students may take no more than 6 credits of internship. Contact the Food Studies Program Director or Administrative Specialist for details. Graded pass/fail. Prerequisite: FSP 100 (can be concurrent). Cr 1-6.

FSP 396 Food Studies Independent Study and Research
Independent study and research of various student-selected areas of food studies. Prerequisites: Sponsorship by a Food Studies Program faculty member, FSP 100 or permission of a faculty sponsor, junior or senior-level standing, and completed Independent Study Approval form (accessed at Food Studies Program website). Cr 1-6.

FSP 601 Food Policy and Planning
This course is designed to build knowledge of food systems: their development, function and interaction with economy, public policy and planning. The intent of the course is familiarize students with basic issues in the production, aggregation, processing, distribution, marketing, consumption, and disposal of food, especially with regard to those elements that can be influenced by civic action and public regulation. The course is a seminar and will develop and challenge students' thinking through readings, structured discussions, and course project. Upon course completion, students should have an increased understanding of forces shaping food systems, dimensions of conventional and alternative models, food systems policy and planning with community development, and their own relationship and choices with regard to the contemporary American food system. This course is cross-listed with PPM 672 Food and Planning. Cr. 3.

FSP 602 Power and Powerlessness in the Food System
This course explores social dimensions of sustainability in the globalized food system. Conceptual frameworks, including food justice and food sovereignty, are used to analyze power and justice as they impact farmers and agro-ecological systems, farm and food industry workers, business owners and policy makers, as well as communities and consumers. Cr 3.

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

FSP 620 Poverty and Hunger
This interdisciplinary course focuses on the extent of hunger and malnutrition in the US and globally, as well as their causes, consequences, and remedies. We examine how societal structures of inequality -especially gender- shape access to food, and the links between agricultural technologies, trade, the global agri-food system, inequality and hunger. Cr 3.

FSP 695 Food Studies Internship
This course is designed to provide real-world experience of and insight into food system-related professional roles through work in a community food-based business, organization, or agency. The primary objective of the internship is the application of the perspectives, substantive

knowledge, and methods studied in the Food Studies graduate-level curriculum to a particular organizational setting. In addition to field placement responsibilities, students are expected to regularly reflect and report on their experience. Graded pass/fail. Prerequisite: Program approval (application access at Food Studies Program website). Cr 1-6.

FSP 696 Independent Study and Research
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. Prerequisite: Instructor permission. Cr 1-6.

History Overview

Chair of the Department of History: Leroy Rowe

Professor: Bischof; Associate Professors: Johnson, Rowe, Tuchinsky, Zhao; Assistant Professor: Sparks, McCutchen

Professors Emeritus/Emerita: Albee, Cole, Eagan, Holden, Whitmore

Associate Professor Tuchinsky is serving as Dean of the College of Arts, Humanities, and Social Sciences.

History, as a discipline and intellectual field, embraces all past human activity; there is no phenomenon without history. Historians apply various methodologies to discover and organize facts about people and events and to create from them meaningful explanations and narratives. History itself changes--through recognition of diversity, the use of new technology (e.g. digital history and digital humanities), and by focusing on new questions. One is: "Whose History is this, anyway?"

Through a series of introductory and advanced courses, history majors become familiar with past knowledge, the forces of change, and the varieties of historical scholarship dealing with societies and cultures throughout the world. They also learn to collect, evaluate, organize, and interpret evidence, and to present it in oral, written, and digital forms. Students with grounding in historical knowledge possess the central core of an excellent liberal arts education. The curriculum provides a basis for active citizenship, as well as for graduate schools, and employment. History majors are prepared for jobs in teaching, public history, journalism, and numerous other professions such as law, and public and private positions requiring research, writing, oral expression and critical thinking skills.

At USM, dynamic History faculty offer hands-on learning opportunities in the classroom and in the local community. The History major also includes pathways preparing students for K-8 and 7-12 Social Studies teacher certification.

Students who study History at USM can: engage in historical inquiry, research, and analysis; understand the dynamics of change over time; explore multiple historical and theoretical viewpoints that provide perspective on the past, and recognize where they are in history. History majors seek a variety of sources that provide evidence to support an argument about the past and develop a methodological practice for gathering, analyzing, and interpreting evidence. They also recognize and practice historical thinking as central to engaged citizenship in their application of historical knowledge and analysis to contemporary social issues and contemporary dialogue.

BA in History

Description

History offers a major that leads to a Bachelor of Arts degree and a minor for students majoring in other disciplines. The major consists of 39 credit hours in history plus a language requirement. The minor consists of 15 credit hours in history. In addition, the Department offers an internship program (HTY 300) in cooperation with area historical societies, museums, libraries, and other institutions.

College Level Equivalency Program (CLEP) examinations are available in both Field I and Field II. Unusually well-prepared entering students who pass one or more of these examinations may substitute 300-level course(s) for the HTY 101/102 and/or HTY 131/132 introductory surveys.

A history major or minor must achieve at least six credits of B or better grades in history courses. No grade of D will count toward fulfillment of a history major or minor. Majors and minors are reminded that, in addition to History requirements, they must also meet those of the University Core curriculum.

Program Requirements

History Requirements

To graduate with a bachelor of arts in history, a student must successfully complete a minimum of 39 credits in history courses as follows:

Field I
HTY 101 Origins of Mediterranean Civilizations to 750 CE
HTY 102 World History 750 CE to Present

Field II (select two):
HTY 131 United States History to 1877
HTY 132 United States History Since 1877
HTY 141 African American History to 1865
HTY 142 African American History Since 1865
HTY 143 Native American History, 1450-2000

Field III (select two)
HTY 144 Indigenous Peoples in the Atlantic World
HTY 152 The Islamic Near East
HTY 161 Medieval Africa (Course coming in 2022)
HTY 162 Modern Africa
HTY 171 Traditional East Asia
HTY 172 Modern East Asia
GEO 170 Global History: Mapping the World Across Cultures

Research Methods Course
HTY 200 Reference, Research, and Report Writing

Advanced Elective History Courses

Select five 303-399 level courses in consultation with your History major advisor.

Capstone: HTY 400 Senior Seminar

Other courses in the College of Arts, Humanities, and Social Sciences have historical interest. With prior approval from the Department, majors may apply one such upper level course toward their Advanced History Elective requirements. Majors also are encouraged to take such courses as supplementary electives.

Language Requirement

This requirement can be fulfilled by achieving a grade of at least C in the final semester of a beginning level language course or by examination.

Completion of one of the following courses at USM with a grade of at least C fulfills the language requirement:

American Sign Language: ASL 102; Arabic: ARA 102; Chinese: CHI 102; French: FRE 102; German: GER 102; Italian: ITA 102; Spanish: SPA 102, or another 102 language course
History students are encouraged to pursue language study beyond the first year, and to take advantage of USM's Study Abroad programs. Graduate programs in History frequently require intermediate level language proficiency. Students intending to pursue graduate study should take additional language courses.

BA in History - History/Social Studies Secondary Teacher Education

Description

See Program Requirements

Program Requirements

The curriculum for this track of the History degree is designed to provide prospective 7-12 teachers a strong academic foundation in History and Social Studies along with a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences.

Students completing the 120-hour degree will have satisfied the USM Core Curriculum and the History Major. Graduates are eligible for recommendation for 7-12 teacher certification in Maine.

USM Core Curriculum (including pre-internship education courses):

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching (recommended) (3 cr)
- College Writing--ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning--MAT 120 (4 cr)
- Creative Expression (3 cr)
- Socio-Cultural Analysis--HRD 200/SBS 200 Multicultural Human Development (3 cr)
- Science Exploration- (4 cr)
- Ethical Inquiry--EDU 310 Purpose of Schooling in a Democracy (3 cr)
- Diversity (3 cr)
- International (3 cr)
- Cluster:
    - EDU 305 Foundations of Cultural and Linguistic Diversity (3 cr)
    - SED 335 Students with Exceptionalities in General Education (3 cr)
    - SED 420 Multi-Tiered Systems of Educational Support (3 cr)

History/Social Studies Major Requirements: (39 cr)

- Field I
    - HTY 101 Origins of Mediterranean Civilizations to 750 CE
    - HTY 102 World History 750 CE to the Present
- Field II (Take HTY 143 and one other)
    - HTY 131 United States History to 1877
    - HTY 132 United States History Since 1877
    - HTY 141 African American History to 1865
    - HTY 142 African American History Since 1865
    - HTY 143 Native American History 1450-2000
- Field III (select two)
    - HTY 144 Indigenous Peoples in the Atlantic World
    - HTY 152 The Islamic Near East
    - HTY 162 Modern Africa
    - HTY 171 Traditional East Asia
    - HTY 172 Modern East Asia
    - GEO 170 Global History: Mapping the World Across Cultures
- Research methods course
    - HTY 200 Reference, Research, and Report Writing
- Elective advanced history courses
    - Select five 303-399 level courses in consultation with your major advisor.
- Capstone
    - HTY 400 Senior Seminar

In addition, although it is not required, History majors in the Secondary Education pathway are strongly encouraged to take POS 101: Intro to American Government

Language Requirement

This requirement can be fulfilled by achieving a grade of at least C in the final semester of a beginning level language course or by examination.

Completion of one of the following courses at USM with a grade of at least C fulfills the language requirement:

American Sign Language: ASL 102; Arabic: ARA 102; Chinese: CHI 102; French: FRE 102; German: GER 102; Italian: ITA 102; Spanish: SPA 102; or another language

History students are encouraged to pursue language study beyond the first year, and to take advantage of USM's Study Abroad programs.

Graduate programs in History frequently require intermediate level language proficiency. Students intending to pursue graduate study should take additional language courses.

Secondary Teacher Education (7-12) Requirements

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for world language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill the requirements for teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration Services. https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Teacher Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- ADS 300 Ethics and Youth with Exceptionalities (3 cr.)
- EDU 310 Purpose of Schooling in a Democracy* (3 cr)
- EYE 108 Culture, Identity and Education (3 cr)

Required

- EDU 100 Exploring Teaching* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own.

Candidacy

In order to be eligible to take the content methods course and enroll in internship, pre-candidates must successfully complete the candidacy process. Candidacy takes place in the spring semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. It is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: https://usm.maine.edu/registration-services/academic-policies-undergraduate

Students are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: http://www.maine.gov/doe/cert/fingerprinting.

Pre-candidates must complete the Candidacy application in TK20 and provide a current resume and two letters. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Student Teaching (9 cr total--3 credits first semester and 6 credits second semester)
- SED 420 Multi-Tiered Systems of Educational Support (3 cr)
- Content Area Methods Course-one of the following (3 cr) EDU 401 Secondary Science Methods
- EDU 402 Secondary English Methods EDU 403 Foreign Language Methods
- EDU 404 Secondary Social Studies Methods MME 434 Secondary Mathematics Methods

Majors

The following majors have Secondary Teacher Education Pathway options:

- Biology
- Chemistry
- English
- Environmental Science
- Geography - Anthropology
- History
- Linguistics
- Mathematics
- Natural and Applied Sciences
- Physics

Please see each major's section of this catalog for their requirements.

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

TK20

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

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

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students

who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulation.

Students who fail to meet any of the academic or professional requirements of this track of the major must withdraw from this track, though they may still complete all requirements for the BA in History (without recommendation for teacher certification).

Minor in History

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 15.

Requirements: five courses in History, at least four of which must be at the level of 200 and above. Students are encouraged to consult with a History faculty member in the selection of their courses.

Minor in Race and Ethnic Studies

Description

The Race and Ethnic Studies minor is an interdisciplinary program drawn from the humanities, social sciences, and the arts that is designed to familiarize students with the historical, social, intellectual, and cultural production of race and ethnicity. Students will learn how constructions of ethnicity, race, and racism have changed over time, often in response to changes in the nature of work, family, gender and sexuality, and patterns of migration. Students in the program will develop skills in critical thinking and analysis, social theory, and writing. This academic pathway will help to prepare students for effective citizenship and work in an increasingly diverse world.

Questions about the minor can be directed to Leroy Rowe, Associate Professor, Department of History and Political Science, leroy.rowe@maine.edu or Lance Gibbs, Professor of Race and Ethnic Studies lance.gibbs@maine.edu.

Program Requirements

The minor consists of six courses (18 credits)

*No more than six credits used to satisfy the requirements of a student's major can count towards the Race and Ethnic Studies minor.

*Students must earn a C- or better in each course in order for the course to count towards the minor.

I. Students must choose two (2) 100-level courses from the list below. Courses must come from two different departments/programs.

HON 101 Race, Reflection and Reality
HTY 141 African American History to 1865
HTY 142 African American History since 1865
HTY 143 Native American History, 1450-2000
HTY 144 Indigenous Peoples in the Atlantic World
HTY 171 Traditional East Asia

HTY 172 Modern East Asia
ENG 145 Topics in Literature: Black Writing Matters
EYE 199 Introduction to Race
RCE 100 Introduction to Race and Ethnic Studies
ANT 102 Biological Anthropology
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz
MUS 103 Introduction to Jazz

II. Students must take four (4) classes at the 200-level or above, selected from the following list of courses. Students must take classes from at least two different prefixes when completing the electives (e.g. HTY and ENG, etc.)

ANT 220 Indigenous Studies of North America
ANT 255 Cultures of Africa
ANT 380/HTY 394 African-American Historical Archaeology
ARH 310 Art History: Cross-Cultural Perspectives
ARH 325 American Art
CMS 210 Topics in Media Criticism: Race, Class and Gender in Media
CMS 290 Intercultural Communication
CRM 365 Race and Punishment
EDU 305 Foundations of Cultural and Linguistic Diversity
ENG 345 Racial Formations
ENG 348 Topics in Interdisciplinary Studies: Slavery and Public History
ENG 383 Studies in African-American Literature and Culture
ENG 385 Studies in Nineteenth-Century American Literature and Culture
GEO 455 Gender, 'Race,' and Class in the City
HTY 334 The Holocaust: Policy, Practice, Response
HTY 335 Genocide in Our Time
HTY 345 African Americans and American Justice
HTY 346 The Civil Rights Movement
HTY 347 Race and the Politics of Mass Incarceration
HTY 356 Civil War and Reconstruction
HTY 357 The Gilded Age in America, 1869-1898
HTY 364 History of Women in the United States
HTY 375 History of American Popular Culture
HTY 394 Topics in History: Immigration History
HTY 394 Topics in History: Black Girls and Women in History and Culture
HTY 394 Topics in History: Race and Slavery in the Roman Empire
PHI 245 Africa, Social Justice, and Exile
PHI 312 Morality in African Literature and Film
POS 334 Race and Ethnicity in U.S. Politics
POS 352 Latino Politics
POS 354 African Americans and American Justice
POS 355 Race and the Politics of Mass Incarceration
POS 392 American Political Thought I
POS 393 American Political Thought II
POS 410 Urban Outcomes and the City Politics of Portland
RCE 200 Introduction to Critical Race Theory
RCE 330 Perspectives on Father Involvement
SOC 327 Social Movements
SOC 330 Sociology of the Family
SOC 365 Sociology of the Body
SOC 371 Sociology of Race and Ethnicity
SOC 380 Topics in Sociology: Immigrant Families and Communities
WGS 380 Politics of Difference

History Course Descriptions

The following courses are offered by the History Program:

HTY 101 Origins of Mediterranean Civilizations to 750 CE
This course explores the necessary components required for creating human civilizations around the Mediterranean Sea from the Paleolithic to 750 CE. Topics considered include constructed realities, religion, gender systems, human violence, political models, and more. Cr 3. Every Fall & Spring semester.

HTY 102 World History 750 CE to Present
This is an introductory survey of global history from 750 CE to the present. The course examines the political, economic, and cultural exchanges among peoples, states, civilizations, and empires over time. Our sources will include written records such as legal documents, novels, letters, and material culture such as maps, paintings, prints, and advertisements. We will trace how processes of globalization shifted over time from early Silk Road trade networks to the present day. Cr 3. Every Fall & Spring semester.

HTY 131 United States History to 1877
A basic survey and introduction to the field of United States History, covering the political, social, and economic development of the United States through Reconstruction. Cr 3.

HTY 132 United States History Since 1877
A thematic treatment of the United States and its peoples from 1877 to the present. Chronological coverage of the nation's political, social, economic, intellectual, institutional, and diplomatic development provides the context for addressing the personalities and events of the country and its relations with the larger world. Cr. 3.

HTY 141 African American History to 1865
Topics covered in this survey course include the persistence of African culture in the Americas, the Atlantic slave trade, an in-depth analysis of slavery as it impacted women and children, and the early African American voice as found in primary sources. The course will use various forms of media in instruction and research. Cr 3.

HTY 142 African American History from 1865
A continuation of HTY 141. This course will cover such topics as Black leadership, lynching, the Harlem Renaissance, African Americans abroad, civil rights, and popular culture. The course will use various forms of media in instruction and research. Cr 3.

HTY 143 Native American History, 1450-2000
This course examines the historical experiences of North America's indigenous peoples with respect to their cultures. It focuses upon Native Americans as active agents in producing their history both before and after European contact, not just victims of white oppression and/or abstract social forces. Topics include Native cultural diversity on the eve of European contact; the dynamics of early Indian-European encounters; the political, spiritual, and gendered dimensions of Native accommodation and resistance; the construction and reconstruction of Indian identities in the era of the American Revolution; forced Indian Removal; the nineteenth-century struggles for the Great Plains; and the systematic placement of Native children in boarding schools and foster care during the twentieth century. Special emphasis will be given to the Wabanaki and other Native peoples whose traditional homelands make up the land we now call Maine. Cr 3.

HTY 144 Indigenous Peoples in the Atlantic World
This course places indigenous (Native) cultures, experiences, and perspectives at the center of Atlantic World history, a field that explores interactions between the peoples of the Americas, Africa, and Europe as these regions came to constitute a single, integrated system joined by the Atlantic Ocean. Topics include the migration of people, cutures, commodities, and dieseases; war and slavery, cross-cultural diplomacy, race gender, and religion. Students will learn how indigenous peoples changed the course of world history while protecting their autonomy and independence, even as their ways of life were challenged by colonialism. Cr 3.

HTY 152 The Islamic Near East
This is a basic, introductory survey of the history of the eastern Mediterranean/Near Eastern region ca. 600 C.E. to the present. The course emphasizes the origin and development of Islamic religion and the establishment, spread, and evolution of Islamic institutions in Arabia, Egypt, Mesopotamia (Iraq), Palestine-Syria, and Anatolia (Turkey). Attention is given to the historical and continuing interaction between the Islamic people of the Near East and non-Islamic people both within and without the region. Cr 3.

HTY 162 Modern Africa
This survey begins in pre-colonial Africa and moves through the colonial period to decolonization and the present day. This course examines political, economic, social, and cultural developments in African history by region, including changing patterns of kinship, government, colonialism, and anti-colonial nationalism. Cr 3.

HTY 171 Traditional East Asia
The history and culture of China and Japan from earliest times to about 1700, with emphasis on the composition of the "traditional" societies. Cr 3. Every Fall semester.

HTY 172 Modern East Asia
China and Japan since about 1700, emphasizing contrasting moves toward modernization in two traditional societies. Cr 3. Every Spring semester.

HTY 200 Reference, Research, and Report Writing
An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. History majors are strongly encouraged to take this course in the sophomore year, but no later than the first semester of the junior year. Preference to history majors. Prerequisite: sophomore status or permission. Cr 3. Every Fall & Spring semester.

HTY 300 History Internship
The course introduces students to practices in public history. They apply those skills to a supervised internship in organizations dedicated to public history and/or preservation of historic materials. Students collaborate with staff to work on a project chosen in consultation with their supervisor. Students complete 120 hours at their internship site. Cr 3.

HTY 303 History of the Ancient Near East and Greece
This course surveys the early history of the eastern Mediterranean region from ca. 4000 to ca. 300 B.C.E. The evolutions of Near Eastern civilizations in Mesopotamia, Egypt, Israel/Palestine, and Anatolia are examined and related to the development of Greek civilization in the Aegean area. Special attention is given throughout to social and religious issues, e.g., the early history of Judaism. Cr 3.

HTY 304 History of Rome
This course surveys the political, social, and religious history of the Roman state from the eighth century B.C.E. to the fifth century C.E. Emphasis is given to the period of the Roman Republic (509-31 B.C.E.) and to the rise of Christianity within the Roman Empire. Cr 3.

HTY 305 The Historical Jesus
This course is a “workshop” wherein the participants analyze and evaluate a variety of documents (both ancient and modern) which purport to describe the life and career of Jesus of Nazareth. The goal is to develop historiographical skills (including writing) as well as to illuminate the subject’s life. Cr 3.

HTY 308 Polytheists, Jews, and Christians in the Roman Empire
This course, an exploration of the nature and function of religion in human society, uses the Roman Empire as a sample environment. The course will examine these independent religious communities as well as their interactions. Cr 3.

HTY 311 Medieval Civilization
Europe from late antiquity through the Carolingian Empire, Islamic Empire, Byzantine Empire, Medieval Church and State, and the coming of the Renaissance and Reformation. Cr 3.

HTY 324 World Wars I and II: European War and Diplomacy
A study of the causes, course, and consequences of the First and Second World Wars. The questions of inevitability and responsibility, the nature of total war, the workings of alliances, the effect of the military upon politics, the wisdom of the peace settlements, and the impact of war upon European society are among the subjects to be considered. Cr 3.

HTY 326 History of the British Empire
Why should a tiny island across the sea regulate the price of tea? This course explores Britain as it functioned within its empire, a vast web of connections which enabled Britain to shape the empire and also allowed the empire to shape Britain in return. The course examines the political, economic, social, and cultural aspects of the empire starting with Wales, Scotland, and Ireland, and moving through the American colonies, Scramble for Africa, the World Wars, and decolonization. Cr 3.

HTY 330 Germany: Bismarck To Hitler
A study of the formation of the German Empire, the rise of a powerful industrial state, Weltpolitik and defeat in World War I, the Weimar Republic, Nazism and the Third Reich, Germany in World War II, and the partition of Germany in 1945. The course analyzes nationalism and examines cultural, social, and economic factors which help clarify Germany’s role in the modern world. Cr 3.

HTY 334 The Holocaust: Policy, Practice, Response
An examination of the roots of anti-Semitism in European history, the development of the policy of the extermination of the Jews and others in Nazi Germany, and the implementation of the policy throughout Europe during the Second World War. The varied aspects of the response of individuals and governments to the experience of the Holocaust are also considered. Cr 3.

HTY 335 Genocide in Our Time
This course will analyze the nature of evil/genocide by examining examples of governmentally or ideologically initiated murder. It will seek to understand the historical background and reality of victim, bystander, and victimizer. It will use a number of approaches, namely psychological, philosophical, religious, sociological, and political to help our understanding. Cr 3.

HTY 339 Global Women’s History
A survey of women’s lives in historical context, from ancient times to the twenty-first century. Emphasis is placed on various themes over time and across cultures, including those of work, family, political involvement, aspects of gender and class differences, and intellectual and cultural contributions. The field of women’s history and its methodology are also considered. Cr 3.

HTY 345 African Americans and American Justice
This course is an exploration and analysis of selected U.S. Supreme Court rulings on cases related to African American citizenship, civil rights and equal treatment during the nineteenth and twentieth centuries. This course also explores the changing boundaries and content of state and national citizenship, from the early national period (during the slavery era) to the mid-twentieth-century. Cr 3.

HTY 346 The Civil Rights Movement
This course examines the creation of legalized discrimination in the United States and the process used by selected individuals and organizations to dismantle segregation. By illuminating the fight for social justice, economic opportunities, and educational advances, the course analyzes how the dynamics of the Civil Rights Movement changed the face of America. Cr 3.

HTY 347 Race and the Politics of Mass Incarceration
This course examines the cultural, political and institutional dynamics that produced and sustain mass incarceration in the United States. The course takes a short-range historical approach to studying linkages between the intersection of mass incarceration, racism, sexism, and poverty, and how these forces impact individuals, families, and communities of color. Cr 3.

HTY 351 Colonial and Revolutionary America
This course is an intensive study of American history exploring the social, cultural, and political developments that shaped the coming of the American Revolution. It examines the growing maturation of colonial society and the resulting breakdown of Anglo-American relations. It focuses on the ideological underpinnings of the Revolution, the conflict itself, and the struggle to ratify the Constitution. Thorough coverage is given to Indigenous-European relations and Native American perspectives. Cr. 3.

HTY 353 Gender in Native North America, 1450-1850
This course uses gender as a lens to investigate the history of North American's Native peoples from the pre-Columbian era through the mid-nineteenth century. It will explore how Native and Euro-American notions of gender, shaped through societal behaviors, community and familial expectations, and political rules, influenced first encounters and the subsequent development of cross-cultural interactions. Cr. 3.

HTY 354 From Jefferson to Jackson
This course explores the complex dynamics that shaped American society and culture from the eighteenth through the mid-nineteenth centuries. It uses the conflicting sociopolitical, ideological, and economic views of Hamilton and Jefferson to investigate the development of party politics, the spread of slavery, religious revivals, the market revolution, westward expansion, and Indian removal. Thorough coverage is given to U.S.-Native American relations and President Jackson's Indian policies. The semester concludes by investigating the growing sectionalism between North and South that will eventually culminate in the Civil War. Cr 3.

HTY 356 Civil War and Reconstruction
An examination of the period 1850-1877, dealing with the background and causation of the war; Lincoln and the secession crisis; the military, political, diplomatic, and economic aspects of the Civil War; and the challenges and ultimate failure of reconstruction after 1865. Cr 3.

HTY 357 The Gilded Age in America, 1869-1898
The United States in the age of enterprise with emphasis on the development of political and economic radicalism, the commercialization of agriculture, the rise of the American city, new directions in social thought, concentration of industrial wealth and financial power, and American foreign policy. Cr 3.

HTY 358 Early Twentieth-Century United States, 1898-1938
The United States from 1898 to 1938. Analysis and interpretation of cultural, economic, and political developments of the Progressive Era, World War I, the 1920s, and the Depression and New Deal. Cr 3.

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

HTY 364 History of Women in the United States
A chronological survey of the evolving role of women in the development of the United States from the colonial period to the present. Cr 3.

HTY 366 History of Religion in America
A history of religion in American society from the colonial era to the present, examining theology, organization, leaders, critics, and the religious contribution to the American experience. Cr 3.

HTY 374 Photographing American History
This course focuses on how the invention of photography in 1839 forever altered the ways humans understood and made sense of both their past(s) and their present(s). Students analyze major historical events and moments in American history as captured through a camera, learn to read photographs as texts, and explore how the photograph has shaped American history and culture. Cr 3.

HTY 375 History of American Popular Culture
This course presents selected examples of American popular arts and entertainments from 1830 to the present and places them in their historical

and critical contexts. The course emphasizes that the production and transmission of culture is a reaction to social, political, and economic forces and events. Cr 3.

HTY 377 Chinese Thought: Confucianism, Daoism, and Zen Buddhism
Prior to the modern era, the Chinese interpreted their world through traditional idea systems, the most prominent of which were Confucianism, Daoism, and Buddhism. This course will explore these traditions: their assumptions and values, their varieties and internal tensions, and their relationships to the larger social system. Cr 3.

HTY 380 The 1960s
This course examines social, political, economic, and cultural developments in the United States in the period from 1960 to 1970. It also looks at events worldwide, and the contested meaning of "The Sixties." Cr 3.

HTY 388 Revolution of Modern China
A course on the political history of modern China from the 1840s to the present. Focusing on the political, social, and cultural revolutions, this course will examine their causes, courses, and consequences, particularly the ways in which these revolutions shaped the course of the political development of modern China. Cr 3.

HTY 390 Traditional Japan: Court and Warriors
This course examines Japanese history before 1800. The primary focus will be on major political and social trends that led to the transformation of state and society. Attention will also be given to religious beliefs, rituals, art, and literature. Cr 3.

HTY 391 Japan's Rise and Fall as a World Power, 1868-1945
This course examines Japan's reaction to the expansion of Western powers in East Asia in the 19th century and discusses how Japan's remarkable modernization gave rise to imperialist ambitions. It explores the interplay of domestic, regional and international events and trends that led to empire and war. Cr 3.

HTY 394 Selected Topics in History
An analysis of a selected historical problem not already covered by regular course offerings in history will be offered. The course may be repeated for credit when different topics are offered. Cr 3.

HTY 398 Independent Study in History
An independent research course offered only in fall or spring semester, primarily for juniors and seniors. The course material should not be part of regular department offerings. To enroll for the course, the student, in the prior semester, must present a proposal to an appropriate professor who will agree to mentor and evaluate the project. The normal outcome is a research paper. Application forms are available in history offices on both campuses. Cr 3.

HTY 400 Senior Seminar
The capstone to the major and required for the degree, this seminar explores the nature and the craft of history. The topic will vary but will always be a particular theme or set of issues to which the student will be expected, through discussion and writing, to apply the knowledge and skills acquired in previous history courses. Prerequisites: HTY 200 and senior status. Preference to history majors. Every Fall & Spring semester. Cr 3.

Race and Ethnic Studies Course Descriptions

RCE 100 Introduction to Race & Ethnic Studies
To understand existing and emergent forms of racism and trajectories of racial formation, Race & Ethnic Studies will interrogate when and how the concept of race was created in the US, and the connections of race with other forms of difference that shapes our experiences, identity and sense of self. Cr. 3.

RCE 200 Introduction to Critical Race Theory
This course will consider one of the newest intellectual currents the American Legal Theory - Critical Race Theory. We will probe their claims of race and racial inequality in the law, and the marginalization of racial minorities, and how we might dismantle race and other hierarchies with social justice and praxis. Cr. 3.

RCE 330 Perspectives on Father Involvement
What does it mean to be an involved father? Historically, fathers have been far away from the family but today we frown on that behavior. We will present work by sociologists, psychologists and anthropologists showing differences in father involvement by race/ethnicity, classes, occupation, countries changing across the life course. Cr. 3.

Liberal Studies-Humanities Overview

Program Coordinator: Julien Murphy, Chair of Philosophy & Liberal Studies-Humanities

Explore history, philosophy, art, literature, religion, and more with the distinguished Humanities faculty at USM. This major provides a broad-based understanding of the humanities for students who want to explore more than one traditional humanities discipline. It also provides the opportunity to combine existing liberal arts credits from other institutions with USM Humanities courses to create an efficient and coherent path to degree completion.

The humanities is the study of the human condition and its relationship to human cultures, social and political formations, and the natural world. The humanities comprise a variety of disciplines such as history, philosophy, religion, the arts, language, and literature. Methodologically, humanists are eclectic, drawing upon multiple approaches ranging from critical theory and cultural studies to empiricism, hermeneutics, historicism, philology, narrative, and exegesis. The humanities also includes scholarly, professional, technical, and creative writing.

The Humanities offer the framework and skills for meeting the challenges of our complex and constantly changing world:

- knowledge of cultural, intellectual, artistic, and literary traditions
- appreciation of the cultural and historical contours of diversity
- skills of close reading, analysis, synthesis, persuasion/rhetoric, and communication
- intellectual curiosity
- global, historical, and ethical awareness

BA in Liberal Studies-Humanities

Description

Liberal Studies-Humanities 15-week and 7-week Online and Traditional Live Format

This major has been developed to be offered in both a traditional live format as well as in an online format.

Finishing a degree is challenging. Work and family commitments often make it difficult to maintain steady progress toward a degree. Courses may be offered in the traditional 15-week fall and spring semesters in addition to some course availability in 7-week sessions. USM's 7-week online format offers students both the convenience of taking classes online and the opportunity to focus on one course at a time. Students can make steady progress while taking one course per session. If life interrupts a session, the next session is right around the corner. In addition, USM offers a 4-week online winter session, and 4-week and 7-week sessions each summer.

Liberal Studies-Humanities chair: Jason Read (Philosophy/Liberal Studies)

Liberal Studies-Humanities faculty: Libby Bischof (History), Christopher Beam (History), Yishai Cohen (Philosophy/Liberal Studies), Gary Johnson (History), Bud McGrath (English), Julien Murphy (Philosophy/Liberal Studies), Abraham Peck (History), Gerald Peters (English), Seth Rogoff (History), Kate Wininger (Philosophy/Liberal Studies)

Program Requirements

Requirements for the Baccalaureate Degree

All students are reminded that, in addition to meeting Departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the University's Core curriculum.

Major Credit and Grade Policy

Courses to be taken for major credit at other institutions must be approved in advance. Grades of C or better must be achieved in all courses for major or minor credit. Courses taken pass/fail are not acceptable.

Distinction in the Major

Graduating with distinction in the major is granted if the student's GPA in Liberal Studies-Humanities is at least 3.5 or higher upon completion of all requirements for the major.

Required Courses (36 credit hours)

- LSH 240 Introducing the Humanities (3 credit hours)
- LSH 340: Topics in the Humanities (3 credit hours)
- LSH 440: Capstone Experience in the Humanities (3 credit hours)
- HTY 101 and 102 (6 credit hours)
- Two Philosophy courses at the 200-level and/or above (6 credit hours)
- Two English courses at the 200-level and/or above (6 credit hours)
- Three additional upper-level courses (300 and above) in History, English, and/or Philosophy. Students may seek to apply credits for courses beyond the traditional humanities disciplines (i.e., History, Philosophy, Literature, Art History, Classics, Political Theory, Cultural Studies, etc.), but only with the approval of the chair and in those rare, extraordinary circumstances when subject matter clearly engages subjects of humanistic inquiry. (9 credit hours)

Liberal Studies-Humanities Course Descriptions

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

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

LSH 398 Independent Study in the Humanities
The course provides students with an opportunity to design a set of readings and learning objectives on an interdisciplinary topic of interest in the humanities. Students must complete an independent study proposal and obtain permission of a faculty mentor and the program coordinator. Students must meet regularly with the faculty mentor. May be repeated for credit. Prerequisite: LSH 240 or permission of the instructor. Cr 3.

LSH 440 Capstone in the Humanities
This course probes the relationship between humanism and the humanities in the 21st century, the recent crisis of the humanities in higher education, and new directions in digital and global humanities. Prerequisites: LSH 240, and senior status in a humanities major or permission of the instructor. Cr 3.

Music Overview

Director: Alan Kaschub, Corthell Hall, Gorham

Professors: Kargul, M.Kaschub, Lehmann, Oberholtzer, Parchman, Sonenberg; Assistant Professors: Dosman, Haslett, Townsend; Professor Emeriti: Cole, Fithian, Martin, Russell; Instructors: Antonacos, Meeks, Reichert, Spencer, Wheatley; Adjunct Faculty: Ayan, Davis, Kissack, Williamson, Wilkinson

Artist Faculty Piano: Laura Kargul; Voice: Christina Astrachan, Mary Bastoni, Alexandra Dietrich, David Goulet, Jenna Guiggey, Mary Lelellier, Scott Wheatley; Violin: Robert Lehmann, Ferdinand Liva; Viola: Kimberly Lehmann, Robert Lehmann; Cello: William Rounds; Bass: Bronislaw Suchanek; Flute: Krysia Tripp; Oboe: Neil Boyer; Clarinet: Thomas Parchman; Saxophone: Barry Saunders, Bill Street; Bassoon: Wren Saunders; Trumpet: Betty Rines; Horn: John Boden; Trombone: Brian Diehl, Mark Manduca; Euphonium: Brian Diehl, Joseph Wilson; Tuba: Joseph Wilson; Percussion: Nancy Smith; Harp: Jara Goodrich; Classical Guitar: Keith Crook; Jazz Guitar: Gary Wittner; Jazz Bass: Bronislaw Suchanek; Jazz Drums: Les Harris, Jr.; Jazz Piano: Chris Klaxton; Jazz Trombone: Chris Oberholtzer; Jazz Trumpet: Chris Klaxton; Jazz Voice: Taylor O'Donnell; Musical Theater Coaching: Edward Reichert

The primary mission of the School of Music of the University of Southern Maine is to prepare musicians for careers in teaching, performing, and related fields. In addition, the school provides support for music education throughout the state of Maine and New England; it actively participates in a mutually supportive relationship with the professional arts community; and it guides present and future audiences toward greater understanding of and appreciation for many different styles of music.

The School presents more than 100 performances and events each year featuring faculty, guest artists, and students.

The School of Music offers: a) courses and performance opportunities for all USM students, b) professional degrees in music education and performance, c) a liberal arts degree in music, d) a minor in music, and e) master's degrees and certificate programs (see the USM graduate catalog).

Students are accepted as undergraduate music majors into one of the following baccalaureate degree programs:

- Bachelor of Arts in Music, a liberal arts degree with a major in music;
- Bachelor of Music in Music Education, a professional degree in preparation for teacher certification in music K-12;
- Bachelor of Music in Composition, a professional degree with intensive study in composition;
- Bachelor of Music in Performance, a professional degree with intensive study in voice or orchestral/band instrument or piano, organ, or guitar performance;
- Bachelor of Music in Performance–Jazz Studies, a professional degree with intensive study in jazz and classical performance;
- Bachelor of Music in Performance–Musical Theater, a professional degree with intensive study in music and musical theater performance, including training in acting and dance (offered in conjunction with the Department of Theatre.); and
- Bachelor of Music in Performance–Piano Pedagogy, a professional degree with intensive study in piano teaching.

Admission Requirements

Admission to degree programs in music is based on the following criteria:

- performance audition;
- test of aural comprehension, rhythmic recitation, and sight singing; and
- diagnostic written test of music fundamentals, including intervals, scales, chords, and key signatures.

Applicants in music education will also have an interview. Applicants in musical theater will perform a two-minute monologue and execute a simple movement combination. Applicants in composition will submit recent compositions for portfolio review in addition to a performance audition on an instrument of their choice.

The audition committee will review each auditionee's complete application to USM, including high school records and recommendations.

Students may apply to the director of the School for advanced placement in music courses, which may be granted through portfolio review or special examination.

Transfer students

At the time of first registration in the School of Music, a transfer student's transcript will be evaluated. Based upon that evaluation, the student will be held responsible for completing a certain number of semesters of MUS 442 (Recital Class) and major ensemble requirements, regardless of whether the student continues on a full-time or part-time basis.

For music performance and music education majors, the appropriate jury level will be established through a jury held by the end of the student's first semester of study at USM. Students in the Bachelor of Arts and Bachelor of Music Composition programs must pass a juried proficiency exam in their applied area of study.

School Policies and Standards

Performance juries

The jury panel will determine the level of performance, grade the performance pass/fail, and submit a written evaluation that will be included in the student's file.

Progress check juries are a formative assessment of student progress and serve to provide feedback to the student and their applied teacher.

Level juries are a summative assessment of student progress. Students who fail a level jury will be placed on probation. Students who fail two consecutive level juries will be dismissed from the program. Students are required to perform at the appropriate level of competence as established by the music faculty; they may perform required recitals only after attaining appropriate jury levels.

See specific degrees for detailed jury information.

Grading Standards

Students must earn grades of C- or better in all courses that count toward fulfillment of major requirements. Grades of D and F do not fulfill prerequisite requirements. No course may be repeated more than once. Students who fail in the second attempt to pass a course with a grade of C- or better will be dismissed from the program. Additional requirements for music education majors are listed under Program Requirements.

The minimum cumulative grade point average for admission to junior- and senior-level music major courses is 2.25 for the Bachelor of Music in Performance and Bachelor of Arts degrees; it is 2.75 for students pursuing the Bachelor of Music in Music Education degree. Additional requirements for admission to upper-division music education studies are enumerated in the Bachelor of Music in Music Education degree description.

Students who do not meet academic or applied music standards will be placed on probation and may be dismissed if by the end of the following semester they do not meet these standards. Students will be placed on probation or dismissed by the director of the School when they do not meet the standards of the School of Music. While on probation, students should carry a maximum of a 14-hour credit load. Students who have been dismissed may not enroll in music major courses, but may re-audition after one semester.

Applied Music

Students other than music majors and minors will be accommodated for applied music (private lessons) if a teacher's time is available and will be subject to a fee in addition to the University tuition fee.

An applied music fee will be charged for all applied music (private lessons) and chamber music in addition to course tuition. Private lesson fees for music majors and minors are subsidized by the University; fees for other USM students are unsubsidized.

For a music major, the University will subsidize the fee for up to eight semesters of required lessons. In the case of transfer students, a determination of the number of semesters of subsidized lessons will be made at the time of matriculation. For a music minor, the University will subsidize the applied music fee to a maximum of eight credit hours if the student demonstrates adequate proficiency.

Students registering for applied music must report to the director of the School for assignment to an applied music teacher and scheduling of lessons.

A chamber music fee will be charged to each person for each enrollment in coached chamber music.

Music Core Requirements

To be considered a music major in good standing and to be eligible for applied music subsidies, a student must be making reasonable progress toward the completion of a music degree. Initially, this will be interpreted to mean consistent progress toward completion of the music core and compliance with all other School requirements.

Each student enrolled as a major in a music degree program will take a prescribed course or sequence of courses in the following areas except where noted below:

Music Theory and Aural Skills

- Music Theory and Aural Skills 1 through 4, during the first four semesters of study; some degree programs require further study in music theory.

Music History

- Multi-Cultural Perspectives of American Popular Music and Jazz
- Music History Survey 1
- Music History Survey 2

Typically taken continuously from the second through fourth semesters of study; some degree programs require further study in music history.

Functional Piano/Keyboard Skills

- Piano Class 1-4
- Music Performance - Jazz studies concentration students take Jazz Piano 1 and 2 in lieu of Piano Class 3 and Piano Class 4.
- Music Education - Jazz Concentration students may elect to replace Piano Class 3 and Piano Class 4 with Jazz Piano Class 1 and Jazz Piano Class 2. Bachelor of Arts students may exercise this same option.
- Piano and organ majors have special requirements–see individual program descriptions; some degree programs require further study in keyboard skills.

Conducting

- Basic Conducting (music performance, except jazz studies concentration)
- Choral Conducting and Instrumental Conducting (music education)
- Jazz studies majors fulfill this requirement through Jazz Pedagogy
- Bachelor of Arts students are not required to take a conducting course.

Concert Attendance Policy

All music majors are required to attend a number of concerts and recitals each semester in order to maintain good standing in the School. Failure to meet the requirements of this policy can result in probation and suspension. The policy is administered through MUS 442 Recital Class.

BA in Music

Description

This degree program is designed to provide the opportunity for a scholarly study of music to meet the needs of those who wish to obtain a liberal arts education with an emphasis on music and those who plan to do graduate work in music. The program aims to instill a thorough understanding of music and its relationship to contemporary society. The study of music history and theory is central in this curriculum. Sufficient flexibility is built into the program to allow the individual student to establish areas of emphasis both in music and in the arts and sciences.

Program Requirements

The minimum number of credits required for the degree is 120.

Popular Music and Jazz

Bachelor of Arts students must achieve first-year proficiency in one foreign language. This may be achieved by examination for no academic credit.

Music CORE (29 credits)	Credits
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3

MUT 113 Sight Singing and Aural Skills 2		1
MUT 210 Music Theory 3	3	
MUT 211 Sight Singing and Aural Skills 3	1	
MUT 212 Music Theory 4	3	
MUT 213 Sight Singing and Aural Skills 4	1	

Music History (12 credits)

MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz		3
MUH 222 Music History Survey 1		3
MUH 223 Music History Survey 2		3
One other MUH course not listed above		3

Functional Piano (4 credits)

MUS 150 Piano Class 1		1
MUS 151 Piano Class 2		1
MUS 250 Piano Class 3 or MUS 252 Jazz Piano Class 1	1	
MUS 251 Piano Class 4 or MUS 253 Jazz Piano Class 2	1	

Applied Music (4-7 credits)

Private Lessons		4
4 credits of private lessons required		
up to 12 additional credits may be taken as electives		
MUS 440 Studio Class - Voice only (6 semesters)		0-3
All voice students who are taking applied voice lessons as their primary instrument must take 6 semesters of MUS 440 Studio Class while studying applied voice.		
MUS 442 Recital Class (8 semesters)		0
MUS 490 Senior Recital/Seminar		3

The University will subsidize up to a total of 16 credit hours of applied music lessons for the B.A. student. Bachelor of Arts students must pass a juried proficiency examination in their applied area; this exam will be graded pass/fail.

Ensembles (4 credits)

8 semesters of ensemble; may include chamber music. Additional credits may be taken as electives.		4

Additional Music Classes (18 credits)

MUT 330 Form and Analysis		3
MUT 332 Counterpoint		3
MUS 480 Bibliography and Research in Music		3
Music Electives, may include applied music and/or ensemble credits		9

Additional Non-music Electives, including language study		30

Bachelor of Arts students must achieve first-year proficiency in one foreign language. This may be achieved by examination for no academic credit.

BM in Music Education

Description

This degree program prepares students for careers in PK-12 school-based music teaching. Students completing this course of study are prepared to apply for state teacher certification in Maine and other states. Certification applications must be accompanied by scores from the Praxis I/Core Academic Skills for Educators national teacher exam that must be successfully completed during the sophomore year, and the Praxis II exam that

must be taken prior to Professional Internship. Students are advised to meet with their advisor if they plan to seek teacher certification in states other than Maine.

As the field of music education requires a broad range of skills and competencies, students are required to complete substantial work in music theory, ear training, musicology, applied music, conducting, chamber music and ensembles, in addition to music education methods courses, field work and teaching internships. The music education curriculum reflects the full range of knowledge and skills required in current practice. All students complete a nearly identical curriculum with adjustments made to reflect the unique requirements of individualized areas of applied study (composition, vocal, and instrumental) identified during the audition process.

Program Requirements

All students are reminded that, in addition to meeting School requirements for a major leading to a baccalaureate degree, they must also meet the University's General Education requirements. The minimum number of credits required for the degree is 120.

Music CORE (33 credits)	Credits
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUT 213 Sight Singing and Aural Skills 4	1
Music History (9 credits)	
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3
MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
Functional Piano (4 credits) (keyboard players have substitute courses; see below)	
MUS 150 Piano Class 1	1
MUS 151 Piano Class 2	1
MUS 250 Piano Class 3; Music Education Jazz Concentration majors may substitute MUS 252 Jazz Piano Class 1	1
MUS 251 Piano Class 4; Music Education Jazz Concentration majors may substitute MUS 253 Jazz Piano Class 2	1
Conducting (4 credits)	
MUE 252 Choral Conducting	2
MUE 313 Instrumental Conducting	2
Applied Music (14 credits)	
Classical performance in brass, guitar, percussion, piano, strings, voice, woodwinds (7 semesters)	
MUS 440 Studio Class - Voice only (6 semesters)	0-3
All voice students who are taking applied voice lessons as their primary instrument must take 6 semesters of MUS 440 Studio Class while studying applied voice.	
Composition (7 semesters)	
Jazz performance - bass, drums, guitar, saxophone, trumpet and trombone	
Semesters 1 & 2 - classical focus	
Semesters 3 - 7 - jazz focus	
Jazz performance - piano	
Semesters 1 & 2 - classical focus	
Semesters 3 & 4 - 2 credits classical focus and 1 credit jazz focus each semester	
Semesters 5 - 7 - jazz focus	
Jazz performance - voice	

Semester 1 - 2 credits classical
Semester 2 & 3- 1 credit classical & 1 credit jazz
Semesters 4 - 7 - jazz focus

MUP 491 Senior Recital	0
MUS 442 Recital Class (7 semesters)	0

Ensembles (7 credits)
Students must be enrolled in a primary ensemble during each semester of the program for a minimum of 7 semesters. Placements will be made at the discretion of the ensemble directors.

Requirements for students studying applied classical brass, percussion, string or woodwind performance:

Concert Band or Orchestra (7 semesters)	3.5
Chorale or Chamber Singers (4 semesters)	2
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5
Jazz large or chamber ensemble (1 semester)	0.5

Requirements for students studying applied classical performance in voice:

Chorale or Chamber Singers (7 semesters)	3.5
Concert Band or Orchestra (4 semesters)	2
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5
Jazz large or chamber ensemble (1 semester)	0.5

Requirements for students studying applied classical performance piano

Chorale or Chamber Singers (minimum of 4 semesters)	2
Concert Band or Orchestra (minimum of 4 semesters)	2
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5
Jazz large or chamber ensemble (1 semester)	0.5
Any ensemble: chorale, chamber singers, concert band or orchestra (1 semester)	0.5

Additional Requirements

MUS 360 Advanced Keyboard Skills	2
MUS 372 Pedagogy of the Major Instrument (Piano)	2
MUS 452 Accompanying (2 semesters)	1

Requirements for students studying applied classical performance guitar

Chorale or Chamber Singers (minimum of 4 semesters)	2
Concert Band or Orchestra (minimum of 4 semesters)	2
Any ensemble: chorale, chamber singers, concert band, or orchestra (3 semesters)	1.5
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5
Jazz large or chamber ensemble (1 semester)	0.5

Requirements for students studying applied composition

Composer's Ensemble (7 semesters)	3.5
Chorale or Chamber Singers (2 semesters)	1
Concert Band or Orchestra (2 semesters)	1
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5
Jazz large or chamber ensemble (1 semester)	0.5

Requirements for students studying applied jazz

Jazz Ensembles (7 semesters)	3.5
Chorale or Chamber Singers (2 semesters)	1
Concert Band or Orchestra (2 semesters)	1
Chamber music (1 semester)	0.5
Composer's Workshop (1 semester)	0.5

Large Jazz ensemble (1 semester)	0.5

Additional Music Courses (variable)	
MUE 110 ProSeminar I	1
MUE 111 Professional Foundation for Music Education	2
MUE 112 Percussion Techniques	1
MUE 113 Vocal Techniques for Instrumentalists	1
MUE 150 ProSeminar II	1
MUE 210 ProSeminar III	1
MUE 211 Teaching Creative and Critical Listening PK-12	2
MUE 250 ProSeminar IV	1
MUE 251 Teaching Vocal Music PK-12	2
MUE 252 Choral Conducting	2
MUE 253 Brass Techniques	1
MUE 310 ProSeminar V	1
MUE 311 Research and Evaluation in Music Education	3
MUE 312 Teaching Instrumental Music PK-12	2
MUS 313 Instrumental Conducting	2
MUE 314 Guitar Techniques	1
MUE 350 ProSeminar VI	1
MUE 351 Teaching Improvisation in Music PK-12	2
MUE 352 String Techniques	1
MUE 353 Woodwind Techniques	1
MUE 410 ProSeminar VII	1
MUE 411 Teaching Music Composition PK-12	2
MUE 450 Professional Internship	8
MUE 451 Professional Portfolio (see above; should count in general education)	4
MUS 374 Jazz Pedagogy - Music Education Jazz Concentration only	2

Chamber Music (1 semester)	0.5
See Ensembles, above	
Jazz Ensemble (1 semester)	0.5
See Ensembles, above	
Composer's Ensemble (1 semester)	0.5
See Ensembles, above	
Music Electives - Varies by applied area	0-4

Additional Non-music Courses (6 credits)	
HRD/SBS 200 Multicultural Human Development	3
SED 335 Students with Exceptionalities in General Education	3

Jury Information

All music education majors will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury literature will be matched to the outlined applied study plan in their area. Jury level expectations are: Level I - earned at the conclusion of Semester 2; Level II - earned at the conclusion of Semester 4; Level III - earned at the conclusion of Semester 6. Jury Level III must be earned prior to the presentation of the Senior Recital.

Composition

All music education composition concentration students will complete composition juries as specified above. Additionally, students will complete a check jury in Semester 3 and a Jury Level I in Semester 4 on an instrument or voice.

Jazz Concentration

All music education jazz concentration students will complete composition juries as specified above. The specific level sequence will be: MUEJ

Jury Level I (classical) at the end of Semester 2, MUEJ Jury Level II (jazz) at the end Semester 4, and MUEJ Jury Level III (jazz) at the end of Semester 6.

Strings

All music education majors specializing on a string instrument will complete juries as specified above. Additionally, the Jury Level III must include 75% of the Senior Recital repertory requirements and be performed with piano accompaniment (where appropriate).

Admission to Upper Division in Music Education

Upper division music courses are typically designated by course numbers in the 300 or 400 range.

In order to enroll in upper division music courses, a music student must:

- Earn a grade of C- or better in all MUS, MUH, MUT courses.*
- Earn a grade of B- or better in all MUE and MUP courses.*
- Earn a Level II on the applied music jury.
- Pass Praxis I/CASE.
- Successfully complete EYE (if required), College Writing, and Quantitative Reasoning Core courses.
- Earn a cumulative GPA of 2.75 or better.

*Note: These standards are in effect for all MUS, MUE, MUH, MUT, and MUP courses in both the lower and upper divisions of the program.

In March of the sophomore year students will complete the application for admission to Upper Division. This application and review are part of the advising process within ProSeminar IV. Students who fail to meet the above requirements may not enroll in upper division courses.

Recital Information

Senior recital requirements: Presentation of a solo recital in the senior year (or junior year with special permission). The recital contains 30 minutes of music including at least 25 minutes of solo performance; the remainder may be chamber music. Normally the program will be shared with another MUE senior or MUP junior recital. Programs exceeding 30 minutes of music require the special approval of the faculty. A student may not perform the required recital during the semester of Professional Internship.

Composition

In addition to the general recital language provided above, the senior recital for music education majors specializing in composition will meet the following requirements: the recital will consist of 30 minutes of original music for a variety of ensembles (at least 3) ranging from solo to large chamber group. The music featured on the recital must have been composed during the student’s time at USM.

Jazz Concentration

In addition to the general recital language provided above, the senior recital for music education majors specializing in jazz will consist of a minimum of 25 minutes of jazz repertoire. This repertoire shall demonstrate the student's skills at improvisation, composition/arranging, technical proficiency and musicianship.

Strings and Winds

In addition to the general recital language provided above, the senior recital for music education majors specializing in strings or winds will meet the following requirements: the recital must contain 30 minutes of music including at least 25 minutes of solo performance; the remainder may be chamber music. Students must present a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. At least one work must be performed from memory. A pre-recital hearing two weeks prior to the degree recital must be passed before the student may present their recital.

The Professional Internship

This is a field-based student teaching experience. Students are placed with music educator mentors on a full-time basis in order to gain multiple guided and independent teaching experiences. In preparation for the Internship, students in music education must:

- Successfully complete all required coursework prior to the Internship;
- Successfully complete all performance juries and the recital prior to the Internship;
- Have a cumulative grade point average of 2.75 or above;
- Submit passing scores on the Praxis I Pre-Professional Skills test (must be completed by the sophomore year);
- Submit passing scores on the Praxis II Music content exam; and
- Submit proof of successful completion of Maine Department of Education required fingerprinting and background check.

The Capstone Project for Music Education

This is the Professional Portfolio. The Professional Portfolio provides students with an opportunity to reflect upon their own growth and development in the teaching profession. The portfolio will include materials that demonstrate fulfillment of the USM Teacher Certification Standards. Upon completion, the Professional Portfolio is a document suitable for presentation and future reference.

The Professional Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for all initial-level teacher education programs at USM.

For the purposes of field placements in schools during the educational cluster and internship year, students are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: http://www.maine.gov/doe/cert/fingerprinting/

All students must formally declare their entry into a teacher certification concentration by completing the declaration procedures found on the Office of Educator Preparation web site at http://usm.maine.edu/educator-preparation. Passing Praxis I scores, subscription to Tk20, and two recommendation forms are necessary to complete the declaration process.

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 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/educator-preparation**

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

BM in Music Performance

Description

This degree program is designed for those who wish to prepare for a career in music performance and/or applied music teaching, and those who plan to do graduate work in applied music. The program aims to instill a thorough understanding of music and its relationship to contemporary society. Private lessons, solo, chamber and large ensemble performance, and the study of literature and pedagogy of the major instrument are emphasized. Basic understanding of the standards and opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

Program Requirements

The minimum number of credits required for the degree is 120.

Music CORE (30-34 credits)	**Credits**
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUT 213 Sight Singing and Aural Skills 4	1

Music History (12 credits)

MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3
MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
One other MUH course not listed above	3

Functional Piano (4 credits, not required for piano and organ majors)

MUS 150 Piano Class 1	1
MUS 151 Piano Class 2	1
MUS 250 Piano Class 3	1
MUS 251 Piano Class 4	1

Conducting (2 credits)

MUS 244 Basic Conducting	2

Applied Music (27 credits)	Credits
Instrumental Students: MUP 203 Applied Music (8 semesters)	24
Voice Students: MUP 202 Applied Music (8 semesters) AND MUP 201 Vocal Coaching (8 semesters)	24
MUS 440 Studio Class - Voice only (6 semesters)	0-3
All voice students who are taking applied voice lessons as their primary instrument must take 6 semesters of MUS 440 Studio Class while studying applied voice.	
MUP 390 Junior Recital	0
MUP 490 Capstone: Senior Recital / Seminar	3
MUS 442 Recital Class (8 semesters)	0

Performance majors must complete satisfactorily a 30 minute recital in the junior year and a 50 minute recital in the senior year. The junior recital, 30 minutes of music, must include at least 25 minutes of solo performance. The senior recital, 50 minutes of music, must include at least 40 minutes of solo performance. All recitals must show a range of performance pieces demonstrating a variety of historical styles.

Guitar Performance	**Credits**
Ensembles	
MUS 406 Chamber Music or playing guitar in a conducted ensemble	6
Area Specific Music Courses	
MUS 321 Literature of the Major Instrument	2
MUS 330 Form and Analysis	3
MUS 332 Counterpoint	3
MUS 372 Pedagogy of the Major Instrument	2
Elective Credits	
Music	7
Non-Music	9

Jury Information - Guitar Performance

Performance majors will take a jury at the end of every semester. Students are expected to make satisfactory progress and meet their applied teacher's expectations. Students will be required to demonstrate progress through comprehensive musical selections with both technical proficiency (scales, etudes, etc.) and musicianship (concerti, sonatas, concert etudes, excerpts, etc.).

A minimum of 2/3 of recital material (including any and all memorization requirements), must be presented with piano at the jury prior to the semester in which any degree recitals is to be performed. Degree recitals may not be scheduled until this jury level is met.

A USM collaborative pianist is available for jury accompaniment.

Recital Information - Guitar Performance

Guitar Performance majors must perform a 30-minute recital in the junior year and a 50-minute recital in the senior year. A pre-recital hearing two weeks prior to any degree recital must be passed before a student may present their recital.

The Junior Recital: must consist of 30 minutes of music, must include at least 25 minutes of solo performance and must show a range of pieces demonstrating a variety of historical styles and genres, technical

proficiency and musicianship. Program repertory to be selected under the guidance of the applied instructor. At least one work must be performed from memory.

The Senior Recital: must consist of 50 minutes of music, must include at least 40 minutes of solo performance and show a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. Program repertory to be selected under the guidance of the applied instructor. At least one work must be performed from memory.

Organ Performance	**Credit**
Ensemble	
MUS 401 University Chorale (4 semesters)	2
MUS 406 Chamber Music (2 semesters; one completed playing continuo)	1
MUS 452 Accompanying or keyboard in a conducted ensemble	1
Area Specific Music Course	
MUS 310/311 Organ Improvisation 1 & 2	2
MUS 321 Literature of the Major Instrument Organ 1	2
MUS 323 Literature of the Major Instrument Organ 2	2
MUS 372 Pedagogy of the Major Instrument	2
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
Elective Credit	
Music	7
Non-Music	9

Jury Information - Organ Performance

Organ Performance majors will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury level expectations are:

Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6.

Students must perform a check jury in the semester in which jury levels are not being completed. Jury Level 3 must be successfully completed prior to the presentation of their Senior Recital.

Recital Information - Organ Performance

Organ Performance majors must satisfactorily complete a 30 minute recital in the junior year and a 50 minute recital in the senior year. The junior recital, 30 minutes of music, must include at least 25 minutes of solo performance. The senior recital, 50 minutes of music, must include at least 40 minutes of solo performance. All recitals must show a range of performance pieces demonstrating a variety of historical styles.

Piano Performance	**Credits**
Ensembles	
MUS 406 Chamber Music	2
MUS 406, MUS 452 or keyboard in a conducted ensemble	4
Area Specific Music Courses	
MUS 321 Literature of the Major Instrument Piano 1	2
MUS 322 Literature of the Major Instrument Piano 2	2
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
MUS 360/361 Advanced Keyboard Skills 1 & 2	4
MUS 372 Pedagogy of the Major Instrument Piano 1	2
MUS 373 Pedagogy of the Major Instrument Piano 2	2
Elective Credits	
Music	4
Non-Music	6

Jury Information - Piano Performance

Piano Performance majors will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury level expectations are:

Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6. Students must perform a check jury in the semester in which jury levels are not being completed. Jury Level 3 must be successfully completed prior to the presentation of their Senior Recital.

Recital Information - Piano Performance

Piano Performance majors must satisfactorily complete a 30 minute recital in the junior year and a 50 minute recital in the senior year. The junior recital, 30 minutes of music, must include at least 25 minutes of solo performance. The senior recital, 50 minutes of music, must include at least 40 minutes of solo performance. All recitals must show a range of performance pieces demonstrating a variety of historical styles.

String Performance	**Credits**
Ensemble	
University Orchestra (8 semesters)	4
MUS 406 Chamber Music	2
Area Specific Music Courses	
MUS 321 Literature of the Major Instrument	2
MUS 372 Pedagogy of the Major Instrument	2
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
Elective Credits	
Music	5
Non-Music	9

Jury Information - String Performance

Performance majors will take a jury at the end of every semester. Students are expected to make satisfactory progress and meet their applied teacher's expectations. Students will be required to demonstrate progress through comprehensive musical selections with both technical proficiency (scales, etudes, etc.) and musicianship (concerti, sonatas, concert etudes, excerpts, etc.).

A minimum of 2/3 of recital material (including any and all memorization requirements), must be presented with piano at the jury prior to the semester in which any degree recitals is to be performed. Degree recitals may not be scheduled until this jury level is met.

A USM collaborative pianist is available for jury accompaniment.

Recital Information - String Performace

Performance majors must perform a 30-minute recital in the junior year and a 50-minute recital in the senior year. A pre-recital hearing two weeks prior to any degree recital must be passed before a student may present their recital.

The Junior Recital: must consist of 30 minutes of music, must include at least 25 minutes of solo performance and must show a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. Program repertory to be selected under the guidance of the applied instructor. At least one work must be performed from memory.

The Senior Recital: must consist of 50 minutes of music, must include at least 40 minutes of solo performance and show a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. Program repertory to be selected under the guidance of the applied instructor. At least one work must be performed from memory.

Vocal Performace	**Credits**
Ensembles	
Major Ensemble (8 semesters)	
University Chorale or Chamber Singer	4
MUS 404 Opera Workshop	3
Area Specific Music Courses	
MUS 256/257 Diction 1 and 2	4
MUS 321 Literature of the Major Instrument	2
MUS 372 Pedagogy of the Instrument	2

MUT 330 Form and Analysis	3
Voice Majors only: Non-music course requirements	16

Voice majors must meet a minimum proficiency in Italian and either French or German either by exam or through completion of the second semester of the basic course.

Italian 1 & 2	8
French or German	8
Elective Credits	
Music	0
Non-Music	0

Jury Information - Vocal Performance

Performance majors will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury level expectations are:

Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6.

A level 2 jury must be earned prior to the presentation of the Junior Recital. A Level 3 jury must be earned prior to the presentation of the Senior Recital.

A USM collaborative pianist is available for jury accompaniment.

Recital Information - Vocal Performance

Performance majors must complete satisfactorily a 30 minute recital in the junior year and a 50 minute recital in the senior year. The junior recital, 30 minutes of music, must include at least 25 minutes of solo performance. The senior recital, 50 minutes of music, must include at least 40 minutes of solo performance. All recitals must show a range of performance pieces demonstrating a variety of historical styles.

Wind / Percussion Performance	**Credit**
Ensembles	
University Concert Band (8 semesters)	4
MUS 406 Chamber Music	2
Area Specific Music Courses	
MUS 321 Literature of the Major Instrument	2
MUS 372 Pedagogy of the Major Instrument	2
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
Elective Credits	
Music	5
Non-Music	9

Jury Information - Wind / Percussion Performance

Performance majors will take a jury at the end of every semester. Students are expected to make satisfactory progress and meet their applied teacher's expectations. Students will be required to demonstrate progress through comprehensive musical selections with both technical proficiency (scales, etudes, etc.) and musicianship (concerti, sonatas, concert etudes, excerpts, etc.).

Jury level expectations are:

Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6. Jury Level 2 must be earned prior to the presentation of the Junior Recital. Jury Level 3 must be earned prior to the presentation of the Senior Recital.

A USM collaborative pianist is available for jury accompaniment.

Recital Information - Wind / Percussion Performance

Performance majors must perform a 30-minute recital in the junior year and a 50-minute recital in the senior year. A pre-recital hearing two weeks prior to any degree recital must be passed before a student may present their recital.

The Junior Recital: must consist of 30 minutes of music, must include at least 25 minutes of solo performance and must show a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. Program repertory to be selected under

the guidance and approval of the applied instructor.
The Senior Recital: must consist of 50 minutes of music, must include at least 40 minutes of solo performance and show a range of pieces demonstrating a variety of historical styles and genres, technical proficiency and musicianship. Program repertory to be selected under the guidance and approval of the applied instructor.

Admission Information

Admission to all degree programs in music is based on the following criteria:

1. Performance audition on the applicant's major instrument.
2. Tests of aural comprehension, rhythmic recitation, and sight singing administered individually by a member of the staff.
3. A diagnostic written test of music fundamentals, including intervals, scales, chords, and key signatures.

BM in Performance - Composition

Description

This degree concentration is designed for those who wish to prepare for a career in music composition and those who plan to do graduate work in composition. The program aims to instill students with a thorough understanding of both traditional and contemporary compositional tools and prompts students to engage in the discourse surrounding the making of new music in our society. Private lessons, participation in the USM Composers Ensemble, regular composition and performance of new works, and classes in counterpoint and analysis are emphasized.

Program Requirements

The minimum number of credits required for the degree is 120.

Music Theory and Aural Skills (22 credits)	Credits
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUT 213 Sight Singing and Aural Skills 4	1
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
Music History (12 credits)	
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3
MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
One other MUH course not listed above	3
Functional Piano (4 credits)	
MUS 150 Piano Class 1	1
MUS 151 Piano Class 2	1
MUS 250 Piano Class 3	1
MUS 251 Piano Class 4	1
Conducting (4 credits)	
MUS 244 Basic Conducting	2
MUE 252 Choral Conducting or MUE 313 Instrumental Conducting	2

Applied Music (27 credits)		
MUP 203 Composition (6 semesters)		18
MUP 202 (3 semesters)		6
Applied Lessons on choice of instrument		
MUS 440 Studio Class - Voice only (3 semesters)	0 - 1.5	
All voice students who are taking applied voice lessons as their primary instrument must also enroll in MUS 440 Studio Class (voice) up to 6 semesters.		
MUS 442 Recital Class (8 semesters)		0
(must have compositions performed in 4 semesters)		
MUP 490 Capstone: Senior Recital		3

All music performance composition students will complete Jury Level 1 at the end of their 2nd semester, Jury Level 2 at the end of their 4th semester, and Jury Level 3 at the end of their 6th semester. Students must perform a check jury in the semester in which jury levels are not being completed. Jury Level 3 must be successfully completed prior to the presentation of their Senior Recital.

All music performance composition students must pass a juried proficiency examination in their applied area; this exam will be graded pass/fail.

The senior recital for music performance majors specializing in composition will meet the following requirements: The recital should consist of 45 minutes of original music for a variety of ensembles (at least 3) ranging from solo to large chamber group. The music on the recital must have been composed during the student's time at USM. Programming for the senior recital should be selected under the guidance of the applied instructor. Programs exceeding 45 minutes of music require the special approval of the faculty.

Ensemble Requirements (5 credits)	
Major Ensemble (2 semesters)	1
University Chorale, Chamber Singers, Concert Band or University Orchestra	
MUS 406 Composer's Ensemble (7 semesters)	3.5
MUS 406 Chamber Music	.5

Additional Courses	
MUS 271 Principles of Digital Audio and Music Production	3
Music Electives	7
General Electives	3
University Core Curriculum and Non-Music Electives	34

Admission Information

Admission to all degree programs in music is based on the following criteria:

1. Performance audition on the applicant's major instrument and a portfolio review of compositions.
2. Tests of aural comprehension, rhythmic recitation, and sight singing administered individually by a member of the staff.
3. A diagnostic written test of music fundamentals, including intervals, scales, chords, and key signatures.

BM in Performance - Jazz Studies

Description

This degree concentration is designed as foundation studies for those who wish to prepare for careers in jazz or commercial music performance and/or jazz instruction and those who plan to pursue graduate work in jazz studies. This program aims to instill a thorough understanding of this

unique American art form and its relationship to contemporary society. Applied music, jazz improvisation, jazz arranging, jazz history, and jazz ensembles are emphasized. A basic understanding of the standards and performance opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

Program Requirements

The minimum number of credits required for the degree is 120.

Music CORE (28-32 credits)	Credits
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUT 213 Sight Singing and Aural Skills 4	1
Music History (12 credits)	
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3
MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
MUH 206 Jazz History	3
Functional Piano (4 credits, not required for pianists)	
MUS 150 Piano Class 1	1
MUS 151 Piano Class 2	1
MUS 252 Jazz Piano Class 1	1
MUS 253 Jazz Piano Class 2	1
Applied Music (27-30 credits)	
Private Lessons (8 semesters)	24
MUS 440 Studio Class - Voice only (6 semesters)	0-3
All voice students who are taking applied voice lessons as their primary instrument must take 6 semesters of MUS 440 Studio Class while studying applied voice.	
MUP 390 Junior Recital	0
MUP 490 Capstone: Senior Recital / Seminar	3
MUS 442 Recital Class (8 semesters)	0

Students in the jazz concentration will divide their 24 credit hours of applied music equally between classical applied studies and jazz applied studies by taking either a 2-credit or a 1-credit lesson in each area every semester.

Students majoring in instrumental jazz performance must complete both a jazz jury and a classical jury on their primary instrument each semester with the exception of the semester in which they perform the Senior Recital. The typical sequence would allow for a check jury in the fall semester and a level jury in the spring semester. Instrumental jazz performance majors are required to pass Jazz Jury Level 3 and Classical MUE Jury Level 3, prior to performing their Senior Recital.

Students majoring in vocal jazz performance must take a jury every semester with the exception of the semester in which they perform the Senior Recital. The typical sequence would allow for a check jury in the fall semester and a level jury in the spring semester. Students must take a classical Proficiency Level 1 jury at the end of two semesters of study, and a classical Proficiency Level 2 jury at the end of four semesters of study. In addition, they must perform at least two classical pieces in Recital Class. The first classical piece will be performed prior to the completion of their sophomore year and the second prior to the completion of their senior year.

For instrumental jazz students, the Junior Recital should consist of 25 minutes of jazz repertoire. The Senior Recital should consist of 25 minutes of jazz repertoire and 25 minutes of classical repertoire. The Senior Recital may be performed after the successful completion of both Jazz Jury Level 3 and Classical Jury Level 3. Recital jazz repertoire shall demonstrate the student's skills at improvisation, composition/arranging and their technical proficiency and musicianship. Programming for both recitals should be chosen under the guidance of their applied instructors.

For vocal jazz students, the Junior Recital should consist of 25 minutes of jazz repertoire and may be performed after the successful completion of the classical Proficiency Level II jury. The Senior Recital may be performed after the successful completion of Jazz Jury Level 3. Recital repertoire shall demonstrate the student's skills at improvisation, composition/arranging and their technical proficiency and musicianship. Programming for both recitals should be selected under the guidance of their applied instructor.

Ensembles (8 credits)	
Major Ensemble, non-Jazz (4 semesters)	2
University Chorale, Chamber Singers, Concert Band or Symphony Orchestra	
Large Jazz Ensemble (8 semesters)	4
Chamber Jazz Ensemble (4 semesters)	2

Students should take a minimum of .5 credits of the appropriate section of MUS 406 Chamber Music - Jazz during each of their first two academic years. Students who are not selected for MUS 407 Jazz Ensemble may substitute additional credits of MUS 406 Chamber Music - Jazz with permission of the director of jazz studies. Guitarists and pianists may fulfill the Major Ensemble requirement by taking MUS 452 Accompanying or any small ensemble outside the jazz idiom.

Additional Music Courses (17 credits)	
MUS 337 Jazz Arranging	3
MUS 380 Jazz Improvisation 1	3
MUS 381 Jazz Improvisation 2	3
MUS 374 Jazz Pedagogy	2
Music electives	6
Additional Non-music courses (9 credits)	
One approved course from the School of Business	3
Non-music electives	6

BM in Performance - Musical Theatre

Description

This degree program, offered in collaboration with the Theatre Department, is designed for those who wish to pursue a career in musical theatre performance. The program aims to instill a thorough understanding of music and theatre and their relationship to contemporary society. Private lessons, solo and ensemble performance, and the theatrical training necessary for this discipline are emphasized. A basic understanding of the standards and opportunities for professional performance leads the student to realistic expectations for a career as a performer or teacher.

Program Requirements

The minimum number of credits required for the degree is 120.

Music CORE (30-34 credits)	Credits
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUS 213 Sight Singing and Aural Skills 4	1
Music History (12 credits)	
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3

MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
MUH 325 History of the American Musical Theatre	3
Functional Piano (4 credits)	
MUS 150 Piano Class 1	1
MUS 151 Piano Class 2	1
MUS 250 Piano Class 3	1
MUS 251 Piano Class 4	1
Conducting (2 credits)	
MUS 244 Basic Conducting	2
Applied Music (27 credits)	
Private Lessons (8 semesters)	24
MUS 440 Studio Class - Voice only (6 semesters)	0-3
All voice students who are taking applied voice lessons as their primary instrument must take 6 semesters of MUS 440 Studio Class while studying applied voice.	
MUP 490 Senior Recital / Seminar	3
MUS 442 Recital Class (4 semesters)	0
Students in the musical theatre concentration will divide their 24-credit hours of applied music equally between classical applied studies and musical theatre coaching by taking either a 2-credit or a 1-credit lesson in each area every semester.	
Ensembles (3.5 credits)	
MUS 404 Opera Workshop: Musical Theatre (4 semesters)	2
MUS 401 Chorale or MUS 405 Chamber Singers (3 semesters)	1.5
Additional Music Courses (2 credits)	
MUS 372 Vocal Pedagogy	2
Additional Theatre Courses (23 credits)	
THE 122 Introduction to Acting	3
THE 220 Acting: Scene Study	3
THE 321 Advanced Acting	3
THE 141/142 Theatre Workshop 1 or 2 (4 semesters of either)	2
THE 139 Makeup	3
THE 203 Musical Theatre Dance (2 semesters)	6
THE Performance Elective	3

Jury Information

Students in the musical theatre concentration will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury level expectations are: Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6.

Students in the musical theatre concentration must successfully perform a combination of 6 featured and/or ensemble roles in approved music theatre productions. In addition, students must successfully complete at least one crew or backstage assignment.

Admission Information

Admission to the Musical Theatre program is based on the following criteria:

Vocal performance audition of two pieces from the Musical Theatre literature, one ballad and one up-tempo piece. The applicant should also be prepared to sing one classical or traditional piece.

1. Performance of a two- to three-minute memorized monologue.
2. Execute a simple movement combination.
3. Tests of aural comprehension, rhythmic recitation, and sight singing administered individually by a member of the staff.
4. A diagnostic written test of music fundamentals, including intervals, scales, chords, and key signatures.

BM in Performance - Piano Pedagogy

Description

This degree concentration is for students who wish to prepare for a career in private piano teaching and those who wish to do graduate work in piano pedagogy. The program focuses upon the development of teaching techniques and performance skills. Specific areas of pedagogy study include: methods and materials, child development, learning theory as it pertains to music education, group and individual lesson formats, and business aspects of running a private studio. The program also includes a supervised piano teaching internship during the junior or senior year. A basic understanding of the standards and opportunities for teaching, as well as performance, leads the student to realistic expectations for a career in private piano teaching.

Program Requirements

The minimum number of credits required for the degree is 120.

Music CORE (30 credits)	Credits
Music Theory and Aural Skills (16 credits)	
MUT 110 Music Theory 1	3
MUT 111 Sight Singing and Aural Skills 1	1
MUT 112 Music Theory 2	3
MUT 113 Sight Singing and Aural Skills 2	1
MUT 210 Music Theory 3	3
MUT 211 Sight Singing and Aural Skills 3	1
MUT 212 Music Theory 4	3
MUT 213 Sight Singing and Aural Skills 4	1
Music History (12 credits)	
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz	3
MUH 222 Music History Survey 1	3
MUH 223 Music History Survey 2	3
One other MUH course not listed above	3
Conducting (2 credits)	
MUS 244 Basic Conducting	2
Applied Music (27 credits)	
Private Lessons (8 semesters)	24
MUP 490 Capstone: Senior Recital / Seminar	3
MUS 442 Recital Class (8 semesters)	0

Students in the piano pedagogy concentration must play a full 50 minute recital in the senior year, including at least 40 minutes of solo repertoire. The recital should illustrate a range of historical styles.

Ensembles (4 credits)	
University Chorale or Chamber Singers	0.5
Any conducted ensemble	0.5
MUS 406 Chamber music	2
MUS 406 Chamber music or MUS 452 Accompanying	1
Additional Music Courses (30 credits)	
MUS 372 Pedagogy of the Major Instrument (Piano)	2
MUS 373 Piano Pedagogy 2	2
MUS 360 Advanced Keyboard Skills 1	2
MUS 361 Advanced Keyboard Skills 2	2
MUS 376 Class Piano Teaching 1	2

MUS 377 Class Piano Teaching 2	2
MUS 321 Literature of the Major Instrument (piano)	2
MUS 322 Piano Literature 2	2
MUS 378 Practicum in Piano Pedagogy 1	3
MUS 379 Practicum in Piano Pedagogy 2	3
MUT 330 Form and Analysis	3
MUT 332 Counterpoint	3
Applied Music–Jazz Piano	2
Additional Elective Courses (6 credits)	
Electives	6

Jury Information

Pedagogy concentration majors will take a progress check jury at the end of each fall semester and a level jury at the end of each spring semester. Jury level expectations are:

Level 1 - earned at the conclusion of Semester 2; Level 2 - earned at the conclusion of Semester 4; Level 3 - earned at the conclusion of Semester 6. A Level 3 must be completed prior to the presentation of a senior recital.

Minor in Music

Description

This minor program is designed to provide an opportunity for candidates working toward the bachelor of arts degree who demonstrate interest and ability to continue music studies at the undergraduate level.

Program Requirements

The minor consists of 20 credits to include MUT 110 (Music Theory 1) and MUT 111 (Sight Singing and Aural Skills 1), one of the Music CORE history requirements (MUH 105, MUH 222, or MUH 223) and 13 credits of music electives, excluding MUS 100 and MUS 110. At least six of these credits must be taken at USM.

Applied music fees, to a maximum of eight credit hours, will be subsidized by the University provided that the student demonstrates adequate proficiency.

Music Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Courses Primarily for Non-Majors

MUP 101 Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks. Restricted to non-majors and certain music students. May be repeated for credit. Special fee assessed. Cr. 1.

MUP 102 Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One hour

lesson per week for twelve weeks. Restricted to non- majors and certain music students. May be repeated for credit. Special fee assessed. Cr. 2.

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

MUS 101 USM Choir: University Chorale
The University Chorale is an auditioned ensemble of mixed voices open to all University students. Rehearsals are designed to enhance musical and vocal development in order to sing expressively and with musical understanding a broad spectrum of choral music from a variety of historical eras and musical cultures. Prerequisites: College writing taken previously or concurrently; audition. Cr. 3.

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

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

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

MUS 202 Music in America
A survey of the important trends in music from colonial days to the present. Emphasis will be placed on the role of the Native American composer in the development of sacred music, concert music, jazz, musical comedy, and pop music. Open to all students. Cr. 3.

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 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.

Philosophy Overview

Chair of the Department: Julien Murphy
Distinguished Professor: Robert Louden; Professors: Julien Murphy, Jason Read, Kathleen Wininger; Assistant Professor: Yishai Cohen

"Philosophy unties knots in our thinking; hence its results must be simple, but philosophizing has to be as complicated as the knots it unties." –Ludwig Wittgenstein, Zettel #452

The place of philosophy at the center of any educational endeavor is as true today as it ever was. The perennial questions that philosophy addresses–"Who am I as a human being?" "How should I act?" "What can I know?" "What are my obligations to others?" "How should society be organized?"–are fundamental issues with which education must wrestle and into which it must provide insight. Philosophy is a reasoned pursuit of fundamental truths. It is a systematic investigation of the key assumptions that underlie our thinking and which ordinarily are taken for granted. Much of what is learned in philosophy can be applied in virtually any endeavor. This is both because philosophy touches upon so many subjects and, especially, because many of its methods and analyses are usable in any field. The study of philosophy is beneficial in terms of achieving the following:

General Problem-Solving Ability: The study of philosophy enhances one's problem-solving capacities in a way no other activity does. It helps one to analyze concepts, definitions, arguments, and problems. It contributes to one's capacity to organize ideas and issues, to deal with questions of value, and to extract what is essential from masses of information.

Communication Skills: Philosophy provides some of the basic tools of self-expression; namely, skills in presenting ideas through well-constructed, systematic arguments. One learns to build and defend one's own views, to appreciate competing positions.

Writing Skills: Writing is an important part of most philosophy courses. Philosophy teaches interpretive writing through its examination of challenging texts, comparative writing through emphasis on fairness to alternative positions, argumentative writing through developing students' abilities to establish their own views, and descriptive writing through detailed portrayal of concrete examples, the anchors to which generalizations must be tied.

The Understanding of Other Disciplines: Many important questions about a discipline, such as the nature of its concepts and its relation to other disciplines, do not belong to that discipline, are not usually pursued within a discipline, and are philosophical in nature. Philosophy of science, for instance, is needed to supplement the understanding of the natural and social sciences which one derives from scientific work itself. Philosophy of art, social and political philosophy, and the philosophy of religion are of similar value in understanding the respective fields of art, sociology, politics, and religion.

Additional Information

Career Applications

Philosophers know, of course, that the important question is not what you can do with a field of study but rather what a field of study does with you. Nevertheless, it has been a welcome surprise within recent years to witness how many professions–business, law, and nursing, for example–want and reward many of the capacities that the study of philosophy develops: the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, and to reduce complex data. These capacities represent transferable skills. For this reason, people trained in philosophy are not only prepared to do many kinds of tasks, they can also cope with change, or even move into new careers more readily than others.

Student Involvement

Student participation in the philosophical activities of the philosophy program is strongly encouraged. Students have organized a philosophy majors and minors association, and Philosophy Symposium, which provides a forum for students to discuss their philosophical work and facilitates communication between faculty and students. In recent years the Philosophy Symposium has invited guest lecturers on a variety of philosophical topics. This has enabled students to meet a broad range of philosophers including international guests.

BA in Philosophy

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 36.

Each major in philosophy will arrange a program of courses in conference with the chair or a member of the Department who is assigned as the student's advisor. The program will be designed in terms of the student's interests, needs, vocational plans, and the year in which the student declares a major. The major will require 36 hours of courses. Only one 100-level course may count toward the major.

All philosophy majors must take four history of philosophy courses. These courses are PHI 310, PHI 312, PHI 315, PHI 320, PHI 330, PHI 340, PHI 350, PHI 360, PHI 370, PHI 380 and PHI 398.

Majors are strongly encouraged to take PHI 310.

In order to graduate, all philosophy majors must complete two 400-level seminars in philosophy. Seminar major figures and topics rotate among faculty in the Department.

In the last year a senior thesis (PHI 410) is optional. The successful completion of PHI 400 is a prerequisite for taking PHI 410. This thesis consists of a major paper (minimum length: 50 pages) on a topic selected by the student and directed by one member of the Department. The student will meet with the mentor on a regular basis during the semester of the senior thesis. Upon completion of the paper, an oral examination will be conducted by the full Department.

Graduating with Distinction in the major is granted if the student's GPA in philosophy is at least 3.33 or higher upon completion of all requirements for the major.

Students enrolled in the HONORS Program and who are also philosophy majors may substitute their Honors senior thesis course for the Philosophy Senior Thesis (PHI 410), if the thesis is mentored by a philosophy faculty member and if the thesis is on a philosophical topic.

Every major intending to pursue graduate study and teach in philosophy will be expected to take German or French through the intermediate level. German is preferred to French, although ideally both sets of courses should be taken.

All majors are encouraged to take PHI 205 Symbolic Logic.

The gender-neutral language policy of the Department prohibits the use of sexist language in classes, course materials, and at departmental events.

Minor in Philosophy

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 15

Students who wish to pursue a minor in philosophy are required to take five courses. Four of them must be beyond the 100-level and two of them must be at the 300-level.

Minor in Religious Studies

Description

The Religious Studies minor is an interdisciplinary program that provides a coherent set of courses on religion from a variety of disciplines ranging from the humanities to the social sciences. Students in the program will explore the philosophical, historical, cultural, literary, and artistic aspects of religion, as well as contemporary challenges to religion amidst secularism, modernism, and pluralism. This minor aims to improve students' writing skills as well as their analytical and critical thinking skills, which in turn will aid them towards becoming responsible citizens of a religiously pluralistic world.

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 15. Students who wish to complete the Religious Studies minor must take PHI 230 Philosophy of Religion. Students may choose from a list of courses to fulfill the remaining credit hours. A grade of C- or better in all the courses is necessary to receive credit toward the minor.

Program Requirements

Required course (3 credits)
PHI 230 Philosophy of Religion

Electives (12 credits)
REL 240 Meaning, Morality, and Religion
ARH 322 Medieval Art
ARH 323 Renaissance Art
ENG 315 Ancient Literature
ENG 220 World Masterpieces I
HTY 152 The Islamic Near East
HTY 305 The Historical Jesus
HTY 308 Polytheists, Jews and Christians in the Roman Empire
HTY 309 Religious Violence and Persecution in Early Western History
HTY 334 The Holocaust: Policy, Practice, Response
HTY 335 Genocide in Our Time
HTY 366 History of Religion in America
HTY 377 Chinese Thought: Confucianism, Daoism, and Zen Buddhism
HTY 390 Traditional Japan: Court and Warriors
PHI 291 Death & Dying
PHI 315 Eastern Philosophy
PHI 320 History of Medieval and Renaissance Philosophy
POS 380 Topics in Political Science/HTY 394 Selected Topics in History Topic: Islam
SBS 334 Spirituality
SBS 420 Mindfulness

Philosophy Course Descriptions

PHI 105 Introduction to Philosophy: Philosophy Through Its History
An introduction to philosophy through its history and development, i.e., through an examination of central texts in the history of philosophy, up to and including contemporary works. Specific readings may vary from semester to semester, but will always include some canonical works by classic Western philosophers (e.g., Plato, Aristotle, Descartes, and Kant). Prerequisite: a college writing course. Cr 3.

PHI 106 Introduction to Philosophy: Why Philosophize?
The course centers about the exploration of a single question: what it means to think philosophically. In the context of this question, we will examine what are the sources of philosophical thought and whether philosophy can justify its claim to be the foundation of all reflective endeavor. Prerequisite: a college writing course. Cr 3.

PHI 107 Introduction to Philosophy: World Philosophy
This course presents the world views of philosophers from ancient to contemporary times. The thinkers will be chosen from a broad range of cultural and ethnic backgrounds. Emphasis will be placed on the wide diversity and historical background of philosophical positions. Prerequisite: a college writing course. Cr 3.

PHI 200 World Philosophy Day
The World Philosophy Day course picks a new philosophical theme to focus on each year. The course consists of weekly discussions on the assigned readings, in addition to completing a term paper. Cr 1.

PHI 205 Logic
Techniques to distinguish good from bad reasoning through the study of formal and informal logic including fallacies, inductive and deductive arguments, truth tables, evidence, and rules of implication. Cr 3.

PHI 210 Ethical Theories
Critical evaluation of major ethical theories and systems. Extensive reading in original texts. Analysis of contemporary ethical issues. Cr 3.

PHI 211 Media Ethics
In the information age, media play an increasingly large role in our lives. Our notion of living in a global society is largely shaped by media. What is responsible journalism? Does violent programming contribute to violence in America? What are professional ethics and how should they guide media practitioners? We will discuss these questions by examining key ethical values in media such as: privacy, confidentiality, truth telling, conflicts of interest, and social responsibility. We will also explore some fundamental issues in ethical theory such as: Why be ethical? What is ethics? How do ethical theories differ? What are the best ways to evaluate and apply ethical theories to media controversies today? The course is designed for majors in philosophy, media studies, and communication as well as other interested students. Cr 3.

PHI 212 Environmental Ethics
This course analyzes the relations between human beings and the environment in terms of the concepts of justice, the good, and human responsibilities. It attempts to provide a new cosmological model for adjudicating between conflicting rights and duties. Issues to be discussed include animal rights, environmental protection, and ecological harmony. Cr 3.

PHI 220 Philosophy of Art and Visual Culture
What makes a person creative? What do artists think about their art? How do critics evaluate a work? If art is created for a cultural ritual or healing, is it to be understood differently? How do the circumstances of a work's creation and reception influence its evaluation? How do a person's class, ethnicity, and gender influence the artwork and its reception. Philosophers in the field of Aesthetics attempt to answer questions which artists, art historians, anthropologists, and critics ask about art. The works of art and philosophy considered will be drawn from a wide variety of cultural contexts. Cr 3.

PHI 221 Philosophy of Film
This course concentrates on the construction of meaning in the context of cinema. Major emphasis is placed on cinema as a product of social construction. Issues to be discussed include perception, memory, images, and the use of social stereotypes. Cr 3.

PHI 225 Philosophy of the Mind
An analysis of the major philosophical issues facing the science of psychology: language and the unconscious, body-mind interaction, freedom and determinism. Major figures to be studied include Plato, Aristotle, Spinoza, Freud, Merleau-Ponty, Lacan, and Skinner. Thematic emphasis will be on the historic interaction between psychology and philosophy in the development of Western thought. Cr 3.

PHI 230 Philosophy of Religion
Analysis of the nature of religious experience, knowledge, and language. Special attention given to problems, classical and contemporary, exhibited in religious experience and relevant to areas of common concern in the sciences, humanities, and philosophy. Cr 3.

PHI 235 Philosophy, Social Media, and Security
The course examines the moral and communicative dimensions of social interaction in a digital context that presumes adequate security. The focus is how social media transforms traditional ethical issues such as: truth, trust, privacy, autonomy. We will also inspect notions of and tolls for network security. Cr 3.

PHI 240 Political Philosophy
Critical evaluation of political philosophies, classical and contemporary; extensive reading in original texts; analysis of contemporary political issues. Cr 3.

PHI 241 Philosophy & the Politics of Work
This course is an examination of work that is situated at the intersection of personal identity and social structure. Philosophical perspectives on work and labor from such writers as Plato, Aristotle, Locke, Smith, Hegel, Marx, and Arendt will be examined. Work in contemporary society will be examined through sociology, economics, and politics. Student will be expected to attend film screenings outside of class. Cr 3.

PHI 245 Africa, Social Justice, and Exile
Why are people forced to leave Africa, where do they go, what makes it difficult to return? This course examines exile, its effect on men, women, and children. Looking at theories of social justice, personal narratives, short stories, and visual culture, will help us consider moral issues in the post-colonial landscape of Africa. Cr 3.

PHI 250 Philosophy of Science
An examination of two different models generally used in approaching scientific activity philosophically: the logical model and the historical model. Questions to be raised include whether these two approaches are mutually exclusive or whether one can subsume the other, and at what cost. Issues to be covered include description vs. explanation; scientific vs. non-scientific explanation; the issue of whether to include pragmatic and psychological dimensions of meaning in scientific explanations; the question of whether all facts are "theory-laden"; and the relationship between facts, laws, and theories in science. Cr 3.

PHI 260 Philosophy of Law
Critical evaluation of select issues in the philosophy of law. Possible topics include: the nature of law (positivism, natural law, legal realism); judicial decision making; constitutional adjudication; the justification of punishment; the legal enforcement of morality; legal responsibility; the judicial system. Readings are drawn from the disciplines of both philosophy and law, and include contemporary as well as historical selections. Cr 3.

PHI 270 Epistemology
An analysis of various theories of knowledge in reference to their methodologies and consequences. Texts to be read include Berkeley, Hume, Descartes, Kant, and Hegel. Cr 3.

PHI 285 Biology, Technology, and Ethics
An examination of key ethical controversies in biology including regenerative medicine, synthetic biology, genomics, and reproductive technologies. Cr 3.

PHI 290 Problems in Philosophy

Consideration of selected problems or systems of philosophical significance, including general problems of metaphysics, epistemology, axiology, specialized areas, etc. May be repeated for credit. Cr 3.

PHI 291 Death and Dying

Recent success in life-prolonging techniques has resulted in the creation of new disagreements over the proper definition of death. Which definition of death is the most adequate? Some have argued that dying, not death, is the vitally important topic. Has the term death changed its meaning from time to time and place to place in human history? This course will deal with these and similar epistemological issues. Cr 3.

PHI 295 Medicine, Madness, and Disease
Recent advances in modern medicine and medical technology challenge traditional notions of health, sanity, and the social order. The course will examine some of the controversial ethical dilemmas that patients, families, and health care providers confront, such as informed consent, truth-telling, prenatal screening, abortion, involuntary commitment for the mentally ill, drug testing, and patient rights. Cr 3.

PHI 310 History of Ancient Philosophy
Philosophic thought from the pre-Socratics to the late Hellenistic period, with major emphasis on Plato and Aristotle. Cr 3.

PHI 312 Morality in African Literature and Film
Intellectual, cinematic and literary movements will be examined through generations of thinkers in African national, cultural and geographical settings. The course will look at texts from West Africa, East Africa, and Southern Africa dealing with theory, fiction, and visual culture. Important recent controversies in Postcolonial theory are explored. Cr 3.

PHI 315 Eastern Philosophy
This course examines the major texts of the great Asiatic religions: Hinduism, Buddhism, Confucianism, Taoism, and Zen. Special emphasis is placed on the ethical and metaphysical dimensions of these traditions as well as their significance for contemporary theories of the person, social justice, and human fulfillment. Cr 3.

PHI 320 History of Medieval and Renaissance Philosophy
This course critically examines the merger of philosophical with the religious stream of thought by examining the ideas and text of Augustine, Aquinas, Duns Scotus, Maimonides, Averroes, Dane, Ibn Kahldun, Erasmus and others. Cr 3.

PHI 330 The Enlightenment: Modern Philosophy from Descartes to Kant
In the seventeenth and eighteenth century the basis of knowledge and authority were challenged and overturned. The emerging sciences challenged the authority of tradition and scripture, and this challenging began to affect other forms of authority. This class examines the central texts and debates of the period, focusing on the intersection of the transformation of knowledge and society. Cr 3.

PHI 340 History of Nineteenth-Century European Philosophy
Development of German idealism; emergence of social and scientific philosophies; contributions of Kant, Hegel, Marx, Schopenhauer, Nietzsche, Feuerbach, and others. Cr 3.

PHI 350 American Philosophy
History and background of the origin of philosophical ideas in America; particular emphasis given to Peirce, James, Royce, Dewey. Cr 3.

PHI 360 Existentialism
An examination of the historical development and basic themes of existentialism as found in the writings of its major representatives: Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Marcel, and others. Cr 3.

PHI 370 Analytic Philosophy
An historical approach to twentieth-century linguistic philosophy. This course will begin with logical atomism, continue through the era of logical positivism, and end with ordinary language analysis. Extensive reading of primary sources and major commentators. Cr 3.

PHI 380 Postmodernism and After
The course presents a survey of central movements within continental philosophy in the twentieth and twenty-first century: structuralism, post-structuralism, deconstruction, speculative realism, and new materialisms. Possible figures of study are: Deleuze, Foucault, Derrida, Lyotard, Badiou, Butler, Malabou, Negri and Virno. Cr 3.

PHI 395 Philosophy Teaching Internship
In working closely with faculty teaching one of the department's history of philosophy courses, undergraduate teaching assistants will gain insight into course materials and into all aspects of college teaching including reviewing materials for course use; lecturing and supervision of student groups; and providing feedback to students on their work. Prerequisite: instructor permission. Cr 3.

PHI 398 Independent Study
This course provides students with an opportunity to design a set of readings and learning objectives concerning a topic in the history of philosophy or a specific issue in philosophy. Students must complete an independent study proposal, and obtain permission of a faculty mentor and the Department chair. Students must meet regularly with the faculty mentor. May be repeated for credit. Prerequisites: a minimum of two 300-level philosophy courses plus written permission of the instructor involved. Cr 3.

PHI 400 Philosophy Topics Seminar
This is a seminar course dealing with a specific topic, philosophical problem, or major question in the history of philosophy or a contemporary philosophical issue. Examples of possible topics include: free will and determinism, relativism and the meaning of life. Topics will change from year to year and the course may be repeated for credit when topics vary. The prerequisite for any 400-level seminar course is two (2) 300-level courses in philosophy, or permission of the instructor. Cr 3.

PHI 405 Major Figure Seminar in Philosophy This is a seminar course on a major figure in the history of philosophy. Major figures may include: Plato, Kant, Nietzsche, James, and Beauvoir, among others. The course may be repeated for credit when figures vary. Cr. 3 **PHI 409 Research Seminar**A research seminar designed to provide senior level students an opportunity to participate in the research efforts of individual faculty and collaborate with each other in the design, methodology and completion of their tutorials. Cr 3.

PHI 410 Senior Thesis
Designed to furnish senior philosophy majors with extensive training, under tutorial supervision, in analysis of a philosophical problem or system or philosopher, with a view to producing and presenting a senior paper for oral defense. Prerequisites: advanced standing as a philosophy major, successful completion of PHI 400 and permission of the Department. Cr 3.

REL 240 Meaning, Morality, and Religion
This course surveys religion's relationship to meaning, morality, and death, and it also examines different conceptions of theism. Cr 3.

Political Science Overview

Chair of the Department: Francesca Vassallo

Professors: Avalos, Schmidt; Associate Professors: Klotz, Rowe, Vassallo; Assistant Professors: Gibbons, Ruback.

BA in Political Science

Description

Political science is the systematic study of politics and government and is widely recognized as one of the core disciplines within the liberal arts curriculum. Student learning outcomes include the development of written and oral communication skills, critical thinking ability, knowledge of fundamental concepts across all subfields of political science, and research skills that can be applied to situations in the classroom and community. The political science major provides a substantive and analytic preparation that can lead to a variety of professions, giving the students access to a vast array of future careers. For instance, this discipline often serves those with an interest in entering politics and government. Political science majors become civic leaders, town managers, city planners, budget specialists, foreign service officers, CIA analysts, FBI agents, policy researchers, and hold a variety of management positions in local, state, national, and international organizations.

Beyond government, a political science degree leads naturally to graduate training, including law school. Similarly, teaching has been a traditional career for many political science students, who have combined their interest for domestic and international issues with a call to service in the community. Many journalists and broadcasters were political science majors. Business has also recognized the analytic and management skills obtained through training in political science. Other rapidly developing fields such as polling, communications, campaign management, consulting, private and public interest group activity, and data analysis also value a political science degree when making hiring decisions. A political science degree, therefore, opens many doors in different professional directions.

The Political Science faculty strongly urges its majors to take courses in economics, history, sociology, and business. Political science majors are especially encouraged to take advantage of the variety of internship opportunities as part of their undergraduate program to help them establish a professional presence in the working community. All political science students are encouraged to undertake at least one year of university-level foreign language study. Additional language study is recommended for those majors with an interest in comparative or international politics and for those considering graduate school.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the Core curriculum requirements.

Political science courses are normally offered on the following schedule:

- Every semester: POS 101, 104, 203, 205, 290, and internships.
- Yearly: POS 102, 280, 334, 380, and 445.
- Approximately once every two years: POS 120, 209, 245, 256, 261, 262, 310, 312, 315, 333, 335, 349, 352, 354, 355, 360, 361, 370, 374, 390, 392, 393, 394, 405, 406, 410, 463, and 464.

Graduating with Distinction in Political Science

For a B.A. degree in political science with distinction, a student must achieve a 3.7 GPA or higher in courses taken in the major.

Program Requirements

The Political Science Program offers students a choice of two tracks: *Political Science Track* and *International Studies Track*. Only one track must be completed to earn the B.A. in Political Science. Most majors complete the *Political Science Track*; however, students who have an especially strong interest in world affairs should consider the *International Studies Track*. Political Science majors in either track are required to take their capstone in Political Science only, unless they are double majors.

Political Science Track

The minimum number of credits (exclusive of the University's Core curriculum) required for the Political Science Track: 39.

Students must complete POS 101, POS 104, POS 203, POS 205, and POS 290. Introducing ideas that are fundamental to the discipline, these required courses should be the first priority for students upon entering the major. Students may choose from any of the major's other offerings to fulfill remaining 24 credit hours, with the requirement that at least 12 credits be completed at or above the 300-level. A grade of C- or better is required to receive credit for POS courses in the *Political Science Track*. Students in the *Political Science Track* must attain an overall GPA for courses in the major of 2.0 or better.

International Studies Track

The minimum number of credits (exclusive of the University's Core curriculum) required for the *International Studies Track*: 39 + foreign language requirement.

A grade of C- or better is required to receive credit for any course that fulfills an *International Studies Track* requirement.

Students in the *International Studies Track* must complete the following:

Required Courses (15 credits)

HTY 101 Origins of Mediterranean Civilization to 750 CE
ECO 101 Introduction to Macroeconomics or ECO 104 The U.S. in the World Economy
POS 104 Introduction to International Relations
POS 203 Introduction to Political Science Research
POS 205 Introduction to Comparative Politics

Political Science Electives (12 credits)

Students must complete at least four internationally-related political science electives from the list below:

POS 209 The Global Politics of Soccer
POS 245 French Politics and Government
POS 280 Issues Before the United Nations
POS 310 Internet and Politics
POS 312 The Politics of Nuclear Weapons
POS 333 Theories of Democratization
POS 335 Politics in Western Europe
POS 349 The Middle East in International Politics
POS 374 United States Foreign Policy
POS 380 Topics in POS (dependent on topic)
POS 385 Conflict and Security in Contemporary World Politics
POS 399 Topics in Political Science (dependent on topic)
POS 405 The European Union
POS 406 Research in the European Union
POS 445 – MeMUNC Conference Planners
POS 446 – Global Educators
POS 480 International Affairs Internship

Electives in Other Programs (12 credits)

Students must complete at least four electives from the list of Approved Internationally-Focused Elective Courses, which is available on the Political Science website at usm.maine.edu/pos.

Foreign Language Requirement (variable credits)

In addition to the courses listed above, students in the *International Studies Track* must achieve proficiency in a foreign language. This proficiency may be achieved at USM through successful completion of at least one of the following courses: ARA 202; FRE 202; GER 202; SPA 202.

Alternatively, students can demonstrate their foreign language proficiency through transfer credits of equivalent language courses (at the 200 level or higher) from another university or a study abroad program. Any student can choose to demonstrate their proficiency in the language through the successful completion of a Foreign Language Proficiency Exam.

In cases where the USM Linguistics department does not offer the proficiency exam in the foreign language the student wants to test in, the NYU or BYU FLATS proficiency exam can be taken instead to demonstrate proficiency in the foreign language selected by the student. Students need to take the corresponding NYU 12-16 point exam and receive a minimum score of 8 points to receive USM credits in the foreign language at the 200 level. Alternatively, students can take the corresponding BYU FLATS exams for 101, 102 and 201 and need to receive a passing grade in all of them to receive USM credits in the foreign language at the 200 level.

For more information, see: https://usm.maine.edu/prior-learning-assessment/pla-language.

Minor in Political Science

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

Students who wish to complete a political science minor must take at least three of the following five courses: POS 101, POS 104, POS 203, POS 205, POS 290. Students may choose from any of the major's other offerings to fulfill remaining credit hours, with the requirement that at least 6 hours be completed at or above the 300-level. A grade of C- or better in POS courses is necessary to receive credit toward the minor.

Minor in Race and Ethnic Studies

Description

The Race and Ethnic Studies minor is an interdisciplinary program drawn from the humanities, social sciences, and the arts that is designed to familiarize students with the historical, social, intellectual, and cultural production of race and ethnicity. Students will learn how constructions of ethnicity, race, and racism have changed over time, often in response to changes in the nature of work, family, gender and sexuality, and patterns of migration. Students in the program will develop skills in critical thinking and analysis, social theory, and writing. This academic pathway will help to prepare students for effective citizenship and work in an increasingly diverse world.

Questions about the minor can be directed to Leroy Rowe, Associate Professor, Department of History and Political Science, leroy.rowe@maine.edu or Lance Gibbs, Professor of Race and Ethnic Studies, lance.gibbs@maine.edu.

Program Requirements

The minor consists of six courses (18 credits).

*No more than six credits used to satisfy the requirements of a student’s major can count towards the Race and Ethnic Studies minor.

*Students must earn a C- or better in each course in order for the course to count towards the minor.

I. Students must choose two (2) 100-level courses from the list below. Courses must come from two different departments/programs.

HON 101 Race, Reflection and Reality
HTY 141 African American History to 1865
HTY 142 African American History since 1865

HTY 143 Native America History, 1450-2000
HTY 144 Indigenous Peoples in the Atlantic World
HTY 171 Traditional East Asia
HTY 172 Modern East Asia
ENG 145 Topics in Literature: Black Writing Matters
EYE 199 Introduction to Race
RCE 100 Introduction to Race and Ethnic Studies
ANT 102 Biological Anthropology
MUH 105 Multi-Cultural Perspectives of American Popular Music and Jazz
MUS 103 Introduction to Jazz

II. Students must take four (4) classes at the 200-level or above, selected from the following list of courses. Students must take classes from at least two different prefixes when completing the electives (e.g. HTY and ENG, etc.)

ANT 220 Indigenous Studies of North America
ANT 255 Cultures of Africa
ANT 380/HTY 394 African-American Historical Archaeology
ARH 310 Art History: Cross-Cultural Perspectives
ARH 325 American Art
CMS 210 Topics in Media Criticism: Race, Class and Gender in Media
CMS 290 Intercultural Communication
CRM 365 Race and Punishment
EDU 305 Foundations of Cultural and Linguistic Diversity
ENG 345 Racial Formations
ENG 348 Topics in Interdisciplinary Studies: Slavery and Public History
ENG 383 Studies in African-American Literature and Culture
ENG 385 Studies in Nineteenth-Century American Literature and Culture
GEO 455 Gender, 'Race,' and Class in the City
HTY 334 The Holocaust: Policy, Practice, Response
HTY 335 Genocide in Our Time
HTY 345 African Americans and American Justice
HTY 346 The Civil Rights Movement
HTY 347 Race and the Politics of Mass Incarceration
HTY 356 Civil War and Reconstruction
HTY 357 The Gilded Age in America, 1869-1898
HTY 364 History of Women in the United States
HTY 375 History of American Popular Culture
HTY 394 Topics in History: Immigration History
HTY 394 Topics in History: Black Girls and Women in History and Culture
HTY 394 Topics in History: Race and Slavery in the Roman Empire
PHI 245 Africa, Social Justice, and Exile
PHI 312 Morality in African Literature and Film
POS 334 Race and Ethnicity in U.S. Politics
POS 352 Latino Politics
POS 354 African Americans and American Justice
POS 355/HTY 347 Race and the Politics of Mass Incarceration
POS 392 American Political Thought I
POS 393 American Political Thought II
POS 410 Urban Outcomes and the City Politics of Portland
RCE 200 Introduction to Critical Race Theory
RCE 330 Perspectives on Father Involvement
SOC 327 Social Movements
SOC 330 Sociology of the Family
SOC 365 Sociology of the Body
SOC 371 Sociology of Race and Ethnicity
SOC 380 Topics in Sociology: Immigrant Families and Communities
WGS 380 Politics of Difference

Minor in Social Media Activism

Description

Social Media Activism is a minor for students interested in combining their interest for engagement and activism in different environments through online media communication. Courses in this minor will allow students to learn and understand political action in its multiple forms as well as new types of interactive social and political engagement opportunities. Students with diverse interests in social causes will learn to apply their passion to action, while learning the theories behind a successful online presence for different types of communities.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 15.

Students who wish to complete the Social Media Activism minor must take SOC 210 Critical Thinking about Social Issues and CMS 242 Communication and Social Media. Students may choose from a list of courses to fulfill the remaining credit hours. A grade of C- or better in all the courses is necessary to receive credit toward the minor.

SOCIAL MEDIA ACTIVISM – 15 credits

Required courses (6 credits)

SOC 210 Critical Thinking about Social Issues
CMS 242 Communication and Social Media

Electives (9 credits)

CMS 360 Ethical Dilemma in the Digital Age
PHI 211 Media Ethics
PHI 235 Philosophy, Social Media and Security
POS 102 People and Politics
POS 256 Media & Politics
POS 310 Internet and Politics
POS 399 Social Media & Revolutions
SOC 150 Social Networks and the Value of Diversity
SOC 327 Social Movements

Political Science Course Descriptions

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

POS 102 People and Politics This course introduces students to comparative political analysis. It centers on basic questions in the study of political behavior: how people learn about politics, who participates in politics, how political conflict is expressed and resolved in various societies. This class uses mathematics and statistics to study political participation quantitatively. Prerequisite: EYE (or concurrent). Cr 3.

POS 104 Introduction to International Relations Examination of the relationships of nations in their efforts to deal with each other from differing political, economic, and cultural bases. Cr 3.

POS 120 Government and Politics of Maine This course concerns Maine State Government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Open to political science majors and as an elective to the student who has an interest in the programs and politics of the state of Maine. Cr 3.

POS 203 Introduction to Political Science Research An introduction to the way political scientists conduct research. Students will learn how to formulate ideas, conduct a literature review, test hypotheses, measure political phenomenon, perform statistical analyses, draw conclusions, and present written results. Cr 3.

POS 205 Introduction to Comparative Politics An introduction to the field of comparative politics with a focus on political systems and political participation. The course will examine political institutions, electoral laws, comparative methodologies, political culture, and the problem of establishing and maintaining democratic government. Case studies will be used to highlight major themes. Prerequisites: ENG 100 and POS 104. Cr 3.

POS 209 The Global Politics of Soccer Concepts in the social sciences and humanities are applied to interpret and understand the sport of soccer, which is better known globally as football. The course explores the connections between soccer and international politics. It considers soccer's relationship to issues of nationalism, colonialism, international organization, transnational crime, and globalization. Cr 3.

POS 245 French Politics and Government This course centers on the political, economic, and social structure of France over the last five decades. Students will learn the essential components of the French governmental system, the most typical economic policies, France's position in the EU, and the ongoing struggle about the defense of the French culture. Prerequisite: ENG 100. Cr 3.

POS 256 Media and Politics The media play an increasingly powerful role in modern political systems. This course examines that power and explains how it came about, while noting those forces that restrict or restrain the media's influence. The symbiotic relationship between politicians and journalists is given special attention. Prerequisite: POS 101 or POS 102 or permission of the instructor. Cr 3.

POS 261 The American Congress The role of the national legislature in American politics is considered. The course undertakes a study of the men and women who reach Congress, the internal norms and procedures on national decision making. Among topics covered are the committee system, leadership patterns in the Senate and the House, the public's influence on Congress, Congress and the Presidency, and Congressional policy making in selected areas. Prerequisite: POS 101 or permission of the instructor. Cr 3.

POS 262 The American Presidency This course examines the development of the modern presidency; the scope and exercise of presidential decision making in domestic and foreign policy; and standards for assessing presidential performance. Prerequisite: POS 101 or permission of the instructor. Cr 3.

POS 280 Issues Before the United Nations An orientation to the activities of the United Nations. This course includes exposure to current events, exploration of pressing international issues, understanding the basics of international law, and mastery of the protocol and procedures of international diplomacy. Cr 3.

POS 290 Introduction to Political Theory A survey of political theory from ancient times to the present. Themes include the nature of democracy, freedom, equality, power, legitimacy, justice, and the use of lying in political life. Cr 3.

POS 310 Internet and Politics This course explores the politics of Internet communication. Topics include Internet development, communication techniques, access policy, citizenship, advocacy, government, journalism, and law. Cr 3.

POS 312 The Politics of Nuclear Weapons After introducing the history and technology of the nuclear age, the course turns to theories of nuclear proliferation. Questions that will be explored include: What effect do nuclear weapons have on international politics? Why do states seek nuclear weapons? What policies are available to address the threat of nuclear weapons? Cr 3.

POS 315 Media Law This course explores the legal context of communication through the mass media. Major issues include censorship, ownership regulation, remedies for people in the news, the right to receive and send communication in the media, and news media privilege. Prerequisite: POS 101 or CMS 103 or permission of the instructor. Cr 3.

POS 333 Theories of Democratization As a general overview of democratization studies, the course goes beyond theoretical discussions about what elements are needed to create a democracy. Students study specific examples of political institutions, economic systems, political cultures and values, as key variables across multiple geographic areas to assess the establishment of democracy. Prerequisite: POS 205 or equivalent or permission of the instructor. Cr 3.

POS 334 Race and Ethnicity in U.S. Politics Are American political institutions representative? This course provides students with the opportunity to examine this question by confronting the relationship between race, ethnicity, and representation in elections, court cases, urban politics, and political theory. Cr 3.

POS 335 European Politics This course examines political processes and governmental structures in Europe. It focuses especially on The United Kingdom, France, Germany, Italy, Spain and Poland as specific case studies. Among the topics covered are: political parties, elections, voting systems, interest groups, legislative-executive relations, constitutional principles, political elites, leadership behavior, and bureaucracies. Prerequisites: ENG 100 and POS 205; Junior or Senior standing. Cr 3.

POS 349 The Middle East in International Politics The crucial issues of international politics, war, revolution, superpower intervention, economic development and terrorism converge in the Middle East on a regional basis. This course will examine the nature of Mideast regional politics and the foreign policies of the major constituents of the area. The purpose will be to secure an understanding of the conflict between Arab and Israeli worlds, the foundations of tension among the Arab states themselves, and the role played by the superpowers in stabilizing or disrupting the uneasy relationships of the region. Prerequisite: POS 104 or permission of the instructor. Cr 3.

POS 352 Latino Politics This course examines Latino politics in the United States. The class will primarily focus on the three largest Latino national-origin groups, Mexican Americans, Puerto Ricans, and Cuban Americans, but other Latino national-origin subgroups will be discussed more briefly. Cr 3.

POS 354 African Americans and American Justice This course is an exploration and analysis of selected U.S. Supreme Court ruling on cases related to African American citizenship, civil rights and equal treatment during the nineteenth and twentieth centuries. This course also explores the changing boundaries and content of state and national citizenship, from the early national period (during the slavery era) to the mid twentieth century. Prerequisite: EYE and sophomore status, or permission of the instructor. Cr 3.

POS 355/HTY 347 Race and the Politics of Mass Incarceration This course examines the cultural, political and institutional dynamics that produced and sustain mass incarceration in the United States. The course takes a short-range historical approach to studying linkages between the intersection of mass incarceration, racism, sexism, and poverty, and how these forces impact individuals, families, and communities of color. Cr 3.

POS 360 Terrorism and the American Public An exploration of the phenomenon of modern terrorism. The course defines terrorism, considers the motivations of terrorists, reviews the dangers associated with terrorist access to weapons of mass destruction, considers policy proposals that might be taken to reduce the likelihood of terrorism, and investigates the trade-off between liberty and security. Cr 3

POS 361 Public Administration An examination of national, state, and local bureaucracies, including their processes of decision making, communications, leadership, internal and external political relationships. A continuing question will be, ``How can those institutions be made responsive to the public?" Prerequisite: POS 101 or permission of the instructor. Cr 3.

POS 374 United States Foreign Policy A detailed evaluation of U.S. foreign policy focusing on such topics as: identification of U.S. policy; governmental agencies and personalities in the formulation and implementation of policy; and the role of non-governmental influences. The course is designed to evaluate current policy goals and practices within the context of long-range goals. Prerequisite: POS 101 or permission of the instructor. Cr 3.

POS 380 Topics Specially developed occasional courses exploring a variety of theoretical and substantive areas of political science. May be repeated for credit as topics vary. Cr 1-3.

POS 390 Ancient and Medieval Political Theory An intensive study of ancient and medieval political theory. Emphasis is on textual criticism of a variety of different works including those from philosophy, literature, and theology. Prerequisite: POS 290, or sophomore status, or permission of the instructor. Cr 3.

POS 392 American Political Thought I An examination of central concepts and debates in American political history from the Puritan Era to the Dred Scott decision, with particular attention to debates on authority, liberty, revolution, slavery, and emerging ideas of American individualism. Prerequisites: POS 290 or PHI 109 or HTY 121 or HTY 122 or permission of the instructor. Cr 3.

POS 393 American Political Thought II An examination of American political thought from the Civil War to the War on Terror, with particular attention to debates on authority, anarchism, race, and power. Cr 3.

POS 394 A Year in the Life An in-depth examination of the events of one calendar year using only primary materials. While emphasizing politics, the course will cover a broad range of topics. Class meetings and a final research paper will analyze newspaper stories, legal cases, art, philosophy, political theory, literature, and other original source material. Cr 3.

POS 395 Independent Study I A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3.

POS 396 Independent Study II A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty. Cr 3.

POS 405 The European Union An examination of a unique example of political, economic, and cultural integration. The course will emphasize the evolution, enlargement, international positioning, and political organization of the European Union. Prerequisites: ENG 100 and POS 205; Junior or Senior standing. Cr 3.

POS 406 Research in the European Union Advanced course on the political, economic, and cultural aspects of the European Union, offered exclusively for students who enroll in the summer abroad program, "The European Union in Brussels." Participants will travel to Brussels and The Hague for presentations at the EU institutions, NATO, and the International Criminal Court. Prerequisite: recommended, but not required, POS 205 or any other course with an international content. Cr 3.

POS 410 Urban Outcomes and the City Politics of Portland This course focuses on the politics of metropolitan areas (with an emphasis on Portland) and analyzing a variety of local issues such as rent control, waterfront redevelopment, the homeless, diversity of new immigrant populations, and the city master plan. Cr 3.

POS 445 MeMUNC Conference Planners Students research international issues, produce a background guide for the Maine Model United Nations Conference (MeMUNC), organize the conference, and train in parliamentary procedure. University students lead a program that serves the local, state, and regional community by exposing high school students to the complexities of international relations. Prerequisite: Permission of the instructor. Cr 3.

POS 446 Global Educators Students combine theory and practice, obtaining the skills to teach high/middle school students about global issues and peaceful conflict resolution through Model United Nations. Global Educators are placed in a school to lead weekly student preparation for the Maine Model United Nations Conference (MeMUNC) taking place every May. Prerequisite: Permission of the instructor. Cr 3.

POS 463 Supreme Court and Constitutional Law The course examines how the Supreme Court interprets Constitutional provisions that affect the structure of government. Major topics include federalism, separation of powers, and economic rights. Both legal and extra-legal models of decision making are considered. Prerequisite: POS 101. Cr 3.

POS 464 American Civil Liberties An analysis of judicial interpretations of Bill of Rights guarantees and their effects on political processes in the United States. Topics include church and state, freedom of speech and press, the rights of the accused and the convicted. Prerequisite: POS 101 or permission of the instructor. Cr 3.

POS 475 Political Science Internship Provides academic framework for students who are working in the community in a politically-related position during the semester. Students meet for a series of seminars, for which readings and reports will be required. The seminars facilitate reflection that connects social science frameworks to work experience. Cr 6.

POS 476 Internship in Washington D.C. Provision may be made to gain professional experience in a congressional office, an agency of the national government, or with a private or semi-public organization in Washington, D.C. Readings and research reports are required. Prerequisite: open to selected students from any major. Cr 9.

POS 480 International Affairs Internship Provision may be made to gain professional experience in an organization oriented toward international politics, trade or other trans-boundary affairs. Students will meet for a series of internship seminars, for which readings and reports will be required. Prerequisite: open to selected students from any major. Cr 6.

Sociology Overview

Professor: Wendy Chapkis; Associate Professor: Cheryl Laz, Michelle Vazquez Jacobus; Assistant Professor: David Everson; Lecturer: Julianne Siegfriedt.

In the Sociology Program you will study the relationship between individual experience and broader social forces. Sociology will assist you in understanding the role of social structures in the creation - and dismantling - of class, race, sexuality, and gender inequalities. Studying sociology will expand your skills in critical thinking, writing, and analysis through an exploration of social problems and social change.

A degree in sociology will help prepare you for a career in social work, social research, criminal justice, community organizing, business and education.

The major also provides an excellent basis for graduate study in sociology, law, public policy, and social work.

Additional Information

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 major 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. For more information see the Accelerated Graduate Pathway section of the catalog.

Accelerated Graduate Pathway to Law

This accelerated program is for students who wish to complete both a Bachelor's and a JD degree in six years rather than the usual seven. More information and admissions requirements can be found in the Accelerated Graduate Pathways section of the catalog.

Alpha Kappa Delta

The Sociology Program is affiliated with the international sociology honor society, Alpha Kappa Delta. Juniors and seniors who are officially declared majors or minors, or who have demonstrated an interest and involvement in sociology, have accumulated at least a 3.3 overall grade point average, have completed four or more sociology courses at USM with a sociology grade point average of at least 3.0 are eligible for nomination to Alpha Kappa Delta.

Graduating with Distinction in Sociology

For a B.A. degree in Sociology with Distinction, a student must achieve a GPA of 3.6 or higher, calculated on the basis of a minimum of five USM Sociology courses taken prior to the last semester.

Internships

The Sociology Program offers a strong and on-going internship program. The program helps place students in community agencies and organizations to bring together student academic work and community involvement. Students interested in an internship placement are encouraged to work with their advisor to begin preparation for an internship the semester prior to the one in which they intend to register for the internship course.

BA in Sociology

Description

Sociology studies the relationship between individual experience and broader social forces. Sociology will assist you in understanding the role of

social structures in the creation - and dismantling - of class, race, sexuality, and gender inequalities. Studying sociology will expand your skills in critical thinking, writing, and analysis through an exploration of social problems and social change. An undergraduate major in sociology offers valuable preparation for careers in social work, social research, criminal justice, community organizing, business, and education.

The major also provides an excellent basis for graduate study in sociology, law, public policy, and social work.

Program Requirements

Requirements for the Baccalaureate Degree

All students are reminded that, in addition to meeting Program requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the College of Arts, Humanities, and Social Sciences and the University's Core curriculum.

Major Credit and Grade Policy

The prerequisites for all 300-level sociology courses are SOC 100 and SOC 210 with grades of C or better. Courses to be taken for major credit at other institutions must be approved in advance. Grades of C or better must be achieved in all courses for major or minor credit. Courses taken pass/fail are not acceptable.

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 37.

Required Prerequisites for all advanced sociology courses (6 credit hours)
SOC 100 Introduction to Sociology
SOC 210 Critical Thinking About Social Issues

Required Courses (10 credit hours)
SOC 300 Sociological Theory
SOC 301 Qualitative Research Methods
SOC 307 Quantitative Research Methods
SOC 410 Sociology Capstone (must be taken concurrent with designated 3-credit companion course)

Elective Courses–choose from among the following (21 credit hours)
SOC 315 Self and Society
SOC 316 Sociology of Gender
SOC 318 Childhood and Society
SOC 327 Social Movements
SOC 330 Sociology of the Family
SOC 331 School and Society
SOC 333 Medical Sociology
SOC 336 Law and Society
SOC 348 Sociology of Work
SOC 355 Politics and Society
SOC 358 Sociology of Women's Work
SOC 363 Food, Culture and Society
SOC 365 Sociology of the Body
SOC 370 Sociology of the Environment
SOC 371 Sociology of Race and Ethnicity
SOC 379 Sociology of Indigenous Peoples
SOC 380 Topics in Sociology
SOC 390 Individualized Instruction I
SOC 391 Individualized Instruction II
SOC 395 Internship
SOC 450 Undergraduate Teaching Assistantship

Minor in Sociology

Description

The Sociology minor is intended for students with a declared major in another department, but who wish to broaden their educational experience in a formally designated program of study. The minor program may be of particular interest to students in Nursing and Health Professions, the School of Business, the School of Education and Human Development, the School of Social Work, Women and Gender Studies, and non-social-science disciplines in the College of Arts, Humanities, and Social Sciences.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

Twelve credit hours are required courses; the remainder are sociology electives.

Required courses: SOC 100, SOC 210, SOC 300, and SOC 301 or SOC 307.

Sociology electives: Each student minoring in sociology elects a minimum of two upper-division courses from those offered by the Sociology Program. These courses are chosen in consultation with the student's minor advisor in Sociology to reflect pre-professional or academic interests.

Supplementary information is published each semester by the Sociology Program Office to assist students in planning their course schedules. The information includes a summary of major courses, listings and descriptions of special courses, and general information for majors.

To obtain these publications or for other information, write to: Sociology Program, University of Southern Maine, P.O. Box 9300, Portland, Maine 04104-9300 or telephone: (207) 780-4100.

Sociology Course Descriptions

Sociology Course Descriptions

SOC 100 Introduction to Sociology
The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Offered each semester. Cr 3.

SOC 210 Critical Thinking about Social Issues
Designed to follow Introduction to Sociology, this course further develops students' skills of critical analysis through the application of sociological principles to current social issues. The course uses popular media as well as sociological materials. Examples of issues which may be examined are: poverty, health care, homelessness, aging, drugs, violence, bureaucracy, white collar crime, and changing gender roles. Prerequisite: Successful completion of SOC 100 with a grade of C or better or permission of the instructor. Cr 3.

SOC 300 Sociological Theory
Critical evaluation of selected classical models of the social world. Includes consideration of the foundations of sociological thought, the content of major classical theories and theory groups, and the socio-cultural settings within which they developed. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 301 Qualitative Research Methods
This course provides an overview of the process of social research utilizing qualitative methods. Topics include the logic and principles of the research process, as well as specific techniques in qualitative research (e.g., writing field notes, conducting interviews, analyzing qualitative data). Students will apply research skills in settings outside the classroom. Prerequisite: SOC 210 with a grade of C or better or permission of instructor. Cr 3.

SOC 307 Quantitative Research Methods
This course provides an overview of the social scientific research process, utilizing quantitative methods. Students generate research questions and testable hypotheses and analyze a variety of secondary data sources. Specific statistical topics include: measures of central tendency, measures of dispersion, t-testing, analysis of variance, cross-tabulation, measures of association, linear regression, and multiple regression. The course includes a computer lab component. Prerequisites: SOC 210 with a grade of C or better and SATM score of 570 or above, Accuplacer QAS score of 263 or above, or 100-level MAT course, or permission of instructor. Cr 3.

SOC 315 Self and Society
This course explores the social construction of self as the result of both face-to-face and societal-level social processes such as language acquisition, identity development, and the effects of culture and social structure on individual and collective conceptions of selfhood. Readings and discussions focus on the relative contributions of individual self-determination and societal constraints on selfhood. Specific topics include childhood identity development, social stigma and societal definitions of normality, social structure and self-esteem, and cross-cultural

differences in the concept of selfhood. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 316 Sociology of Gender
This course examines gender as a social, cultural, and historical construction which occurs within and reinforces sex/gender stratification. With particular attention paid to education, the family, and work, we will explore sex/gender stratification–its sources and dynamics; historical and contemporary forms; and implications for human lives, history, and society. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 318 Childhood and Society
This advanced course examines the social construction of childhood. Topics include but are not limited to socio-historical study of the evolution of childhood, the child in art and literature, socialization and gender as process, structured inequality and children's life chances, cross-cultural comparisons of childhood, and U.S. family policies for the welfare of children. An applied component allows students to integrate theory and observations of the day to day life of children. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 327 Social Movements
This course is divided into two sections: social movement theory and social movement cases. First, students will explore the three dominant theoretical approaches covering the micro, meso, and macro context of social movements. These include framing and interpretive processes, mobilizing structures, and political opportunities. The "classic" U.S. social movement of the 1960s (civil rights, women's liberation, anti-war, and free speech) and 1970s-80s (environmental and peace) will be utilized as historical cases to comprehend social movement theory. The second section of the course will address contemporary movements including (but not limited to) labor, anti-globalization, local alternatives, and the new peace movements. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 330 Sociology of the Family
A sociological approach to the study of the family, including the structure of social relationships, the modern American family as a social institution, the cultural background of the family, and the impact of social change. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 331 School and Society
This course examines the social organization of schooling and its social and political context in contemporary American society. Topics include the emergence of public education, role of state and community in shaping its nature, problems of access and equality, the organizational nature of schools, teaching as a profession, and alternatives to public education. Attention is given to public debates concerning the conditions, limits, and possibilities of schooling. Comparisons with educational systems of other countries are included when appropriate. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 333 Medical Sociology
Analysis of socio-cultural influences on health and illness, with an emphasis on health, illness, and sickness as social identities. Particular attention is given to the organization of health-related occupations and health services in cross-cultural perspective, and to the ethical and policy-related issues raised by different models of organization. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 336 Law and Society
This course provides context, history, and perspective for analysis of the relationship between law, social policy, and social systems. Beginning with the U.S. Constitution, and how laws define our current relationships in society, we will explore power dynamics, social status, access to opportunity, and citizenship in contemporary U.S, society. Particular attention on civil rights, immigration, public education, and the justice system as legal structures through which social relationships are defined. The course will integrate community-based work with local legal services organizations that will allow students to actively apply the course content to constructive empowerment models. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 348 Sociology of Work
This course surveys three strands of the literature: the nature of work under capitalism, the consequences emerging from such labor, and alternatives to capitalist relations in production. Specific topics include work in the global economy, Fordism and flexible capitalism, the division of labor, labor markets, control in the workplace, corporate dominance, jobs and the class structure, alienation, and workplace democracy. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 355 Politics and Society
This course will focus on power relationships in U.S. society, with some cross-national comparisons. Specific topics to be covered include the nature and distribution of power among social groups and organizations, theories of the state, social class and political participation, policy formation, and the interactions between democracy as a political system and capitalism as an economic system. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 358 Sociology of Women's Work
This course will introduce students to theoretical and empirical literature on women's work in the paid labor force, on their unpaid labor in the home, and on the relationship between these two kinds of "women's work." The course emphasizes the diversity of women's work and the interconnections among race, ethnicity, class, and gender through a detailed examination of professional women, blue-collar women, and "pink-

collar" employees. Additional topics include occupational segregation, earnings differentials, poverty, law and public policy, and labor militancy. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 363 Food, Culture, and Society
This course views food production, processing, distribution, and consumption as social and cultural phenomena. The course develops a sociological framework for understanding and connecting the diverse food stories in the headlines: GMOs, obesity, agricultural subsidies, food safety, organics. Students will also gain a better understanding of their own food choices and opportunities for changing our food system. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 365 Sociology of the Body
This course examines the body as a text marked by, and rendered meaningful through, social categories of race, gender, class, sexuality, disability, and disease. This writing- and reading-intensive course discusses both social constructionist and biological determinist perspectives on embodied difference. Prerequisites: SOC 210 with C or better and one or more of SOC 300, SOC 316, WST 380, WST 390. Cr 3.

SOC 370 Sociology of the Environment
Sociology of the Environment is the study of the complex relations between the social world and the natural environment. The sociologist is particularly interested in the role played by popular culture, economic systems, urbanization, rationalization, globalization, race, and gender relations (environmental justice) in the creation and continuation of various environmental problems. Thus the course refers to efforts to understand and illuminate the societal dynamics in terms of social practices citizens engage in as they go about their lives. Cumulatively these social practices produce particular consumption and use patterns that have significantly altered the natural world. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 371 Sociology of Race and Ethnicity
Considers the factors that produce and maintain structured social inequality based on minority status, and the social consequences of such inequality. Includes analysis of selected minorities both in the U.S. and cross-culturally. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 379 Sociology of Indigenous Peoples
This course explores Indigenous ways of knowing, sovereignty, and colonization/decolonization processes around the globe, with significant attention devoted to Maine’s Wabanaki nations. Students will gain deep insight into both the genocidal legacies of settler colonialism that shape our current social context, and the decolonization strategies necessary to achieve truth and healing between Native and non-Native communities. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 380 Topics in Sociology
Specially developed occasional courses exploring a variety of theoretical and substantive areas within the field. Offered as resources permit. These courses may be counted as electives toward completion of the major. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 390 Individualized Instruction I
Independent reading and/or research for juniors and seniors. Apply to Department chair. Prerequisite: 15 hours in sociology. Cr var.

SOC 391 Individualized Instruction II
Continuation of independent reading and/or research for juniors and seniors. Apply to Department chair. Prerequisite: SOC 390. Cr var.

SOC 395 Internship
The course is designed to provide work/action experience and insight into professional roles in a variety of community agencies and organizations. The primary objective of the internship is the application of the perspectives, substantive knowledge, and methods of social science to a particular organizational setting. Thus, the internship can be understood as a participant observation experience within the context of social science research. It is primarily designed as a field experience/reflection opportunity for upper-level social science majors with substantive background/coursework in the area of internship placement. In addition to field placement, students are expected to meet for a series of internship seminars, for which readings and reports will be required. Contact Department Chair for details. Cr 1 to 6.

SOC 410 Sociology Capstone
In this one-credit seminar, taken in conjunction with a companion course, students reflect on and integrate learning in the major, minor, and general education. The course emphasizes integrative learning at the individual level, as students explore connections among their courses, and collectively as students explore what they have in common as sociologists despite different academic trajectories. Prerequisite: Senior status in the Sociology major, or permission of instructor. Cr 1.

SOC 450 Undergraduate Teaching Assistantship
In working closely with faculty, undergraduate teaching assistants will gain insight into course materials and into all aspects of college teaching. This experience will be especially valuable for students who plan to do graduate work in sociology and for students exploring a career in teaching. Teaching assistants also provide an additional resource for assistance, advice, and modeling. Undergraduate teaching assistants generally assist faculty in course preparation and delivery including locating and reviewing materials for course use; assisting with the design of

course schedule, exercises, assignments, and class presentations; lecturing and supervision of student groups; and providing feedback to students on their work. In addition, teaching assistants hold regular office hours. Enrollment in SOC 450 will depend on Departmental needs and course offerings. Selection is made by the faculty. Students should contact the Sociology Program office for details. Prerequisite: SOC majors by permission only. Cr 3.

Theatre Overview

Chair of the Department: Sara Valentine
Associate Professor: Kent; Assistant Professors: SeifAllah Salotto-Cristobal, Valentine; Lecturer: Harris
Adjuncts: Baker, Beyland, Boudewyns, Cooper, Legawiec, Stacey Salotto-Cristobal, Sanders, Tzianabos
Staff: Technical Director: Paseltiner; Administrative Specialist II: Campbell; Audience Services & Outreach Coordinator: Gardner

The Department of Theatre offers a four-year program leading to a B.A. degree in Theatre. An undergraduate degree in Theatre offers valuable preparation for careers in educational or professional theatre as well as other nonrelated disciplines.

All students are reminded that in addition to meeting departmental requirements for the major, they must also meet the requirements of the College of Arts, Humanities, and Social Sciences as well as the Core Curriculum requirements.

Additional Information

Theatre Department Production Requirements

The Department of Theatre requires each major to participate in Theatre Department functions by completing Theatre Workshop courses and Department projects. Credit for these may be earned separately or concurrently according to departmental guidelines. Each Theatre major must enroll in Theatre Workshop each semester the student is a Theatre major. Theatre Workshop courses require, in part, participation in an approved Department project. These projects must be completed in a variety of discipline areas. All cast and crew members of Department productions are required to participate in the closing night clean-up (strike) for that show.

Student Participation

Theatre succeeds in direct proportion to the quantity and quality of the group effort, and so it is not surprising that the USM Theatre program thrives on the participation of all majors, minors, and other interested students.

Theatre is a strict and demanding discipline; the time dedicated to production and rehearsal is extensive. Therefore, the Department of Theatre urges students to select non-Departmental theatre activities prudently and with consideration for their overall academic and production commitments. The Department also strongly recommends that Theatre majors consult their advisors in order to integrate outside projects into their overall program.

Fees

Materials and/or admission fees may be required for some Theatre courses. Please contact the Theatre office at 780-5480 for specific requirements.

Enrollment Waivers

Students who believe they are qualified to enroll in a Theatre course, but have not completed the prerequisites for that course, may request the Department's permission to enroll. In addition to Theatre prerequisites, all Theatre classes are also subject to Core curriculum requirements.

Graduating with Distinction in Theatre

For a B.A. degree in Theatre with distinction, a student must achieve a 3.7 GPA or higher in courses taken in the major.

BA in Theatre

Description

The Department of Theatre offers a four-year program leading to a B.A. degree in Theatre. An undergraduate degree in Theatre offers valuable

preparation for careers in educational or professional theatrical activities, as well as other nonrelated disciplines.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the requirements of the College of Arts, Humanities, and Social Sciences as well as the Core Curriculum requirements.

Program Requirements

The minimum number of credits (exclusive of the University's Core Curriculum) required for the major: 46-55.

All majors or intended majors are required to take 0.5 credits of Theatre Workshop I (THE 141), or Theatre Workshop II (THE 142), each semester (maximum of 4 credits required). THE 141 and 142 may be repeated up to four times each for credit. Please see a Theatre advisor for information on exceptions to this Workshop policy.

Theatre students who fail to maintain a 2.5 GPA in Theatre courses and a 2.0 overall GPA may not be allowed to participate in Department productions in either an acting or technical capacity (except for lab duties or requirements related to coursework). These GPA standards are required for graduation and a grade of C– or better is required in all Theatre courses.

Students are encouraged to meet with the faculty or staff whenever questions arise or problems occur.

The following courses are required (all courses are 3 credits unless otherwise noted):

Foundations Courses: (25 credits)

THE 101 Introduction to Theatre and Text Analysis
THE 104 Practicum in Costuming (1 credit)
THE 105 Practicum in Stage Lighting (1 credit)
THE 106 Practicum in Stagecraft (1 credit)
THE 122 Introduction to Acting
THE 136 Fundamentals of Design
THE 141/THE 142 Theatre Workshop I - II (.5 credits for eight semesters, total: 4 credits):
THE 141 (up to 4 semesters); THE 142 (up to 4 semesters)
THE 201 Cultural History of Theatre
THE 351 Dramatic Literature and Theatre History I
OR
THE 352 Dramatic Literature and Theatre History II
Note: Literature/History Option students must take both
THE 495 Theatre Capstone/Senior Seminar

Performance Option (21-27 credits)

THE 220 Scene Study
THE 221 Voice and Speech for the Actor
THE 222 Movement for the Actor
THE 321 Advanced Acting
THE XXX Theatre Elective (other than THE 190 or THE 290)
THE 496 External Experience (6-12 credits)

Design/Technology Option (24-30 credits)

THE 232 Introduction to Stage Management
(Choose three of the following four options):
THE 331 Scene Design
THE 334 Costume Design
THE 335 Lighting Design
THE 337 Sound Design
THE 434 Advanced Design
THE XXX Theatre Elective (other than THE 190 or THE 290)
THE 496 External Experience (6-12 credits)

Literature/History Option (21-27 credits)

THE 351 or 352
(Choose the course not taken to fulfill the Foundations Requirements)

THE 250 Playwriting
THE 325 Directing
(Choose one of the following):
ENG 329 Modern Drama
ENG 352 Medieval Drama
ENG 357 Elizabethan and Jacobean Drama
ENG 360 Shakespeare
ENG 361 Shakespeare
THE XXX Theatre Elective (other than THE 190 or THE 290)
THE 496 External Experience (6-12 credits)

Electives from other departments may be taken in lieu of Theatre courses if approved by Theatre Department vote.

Areas of focus are Performance, Design/Technology and Literature/History.

BM in Performance - Musical Theatre

Description

The study of musical theatre performance at the University of Southern Maine is offered as a collaboration between the School of Music and the Department of Theatre. It is designed for those individuals who wish to pursue a career in musical theatre performance. Private lessons in voice, solo, and ensemble performance as well as theatrical dance training are emphasized. This degree concentration complies with NASM guidelines for a degree in Music Performance with an emphasis in Musical Theatre.

Program Requirements

The Musical Theatre degree is granted by the School of Music as a Bachelor of Music in Performance-Musical Theatre (MUP). For additional information regarding specific School of Music required courses, please refer to the School of Music section of the catalog.

Minor in Dance

Description

The minor in dance is designed to provide basic foundational courses in dance technique as well as more advanced training. The minor is open to all students who would like to maintain and augment previous dance training. It will also serve as the dance training foundation for Bachelor of Music - Musical Theatre in Performance majors. Declaration of the minor in dance will be allowed only after successful completion (C- or better) of a 100-level techniques course sequence (i.e. DAN 101/DAN 121, DAN 102/DAN 122, or DAN 103/DAN 123), or department approval. Enrollment in Intermediate classes are by placement audition or permission of the department.

Program Requirements

The minimum number of credits required of the minor: 18 (nine credits of Technique, three credits of Choreography and Performance, and six credits of dance Electives). To receive the minor in dance, grades of C- or better are required in all Dance courses.

Technique:
A minimum of three courses (9 credits), one of which must be at the 200-level, from the following:

DAN 101 Beginning Modern Dance I 3 credits [fall]
DAN 121 Beginning Modern Dance II 3 credits [spring]
DAN 102 Beginning Ballet I 3 credits [fall]
DAN 122 Beginning Ballet II 3 credits [spring]
DAN 103 Beginning Jazz I 3 credits [fall]

DAN 123 Beginning Jazz II 3 credits [spring]
DAN 104 Beginning Tap I 3 credits [fall]
DAN 124 Beginning Tap II 3 credits [spring]
DAN 202 Intermediate Ballet I* 3 credits [every other fall]
DAN 222 Intermediate Ballet II* 3 credits [every other spring]
DAN 203 Intermediate Jazz I* 3 credits [every other fall]
DAN 223 Intermediate Jazz II* 3 credits [every other spring]
DAN 201 Intermediate Modern I* 3 credits [every other fall]
DAN 221 Intermediate Modern II* 3 credits [every other spring]

Choreography and Performance
Every minor must take 3 credits from one of the following:

DAN 208 Dance Composition 3 credits
DAN 266 The History of Modern Dance 3 credits
DAN 209 Dance Repertory 3 credits
MUH 325 History of Musical Theatre in America 3 credits

Electives:
Every minor must take a minimum of two courses (6 credits) from the following:

DAN 205 Hip-Hop 3 credits [every other spring - 2021]
DAN 307 Musical Theatre Styles I 3 credits [every other fall - 2021]
DAN 327 Musical Theatre Styles II 3 credits [every other spring - 2022]
DAN 297 Topics in Dance 1 - 3 credits

*By placement audition or permission of the department.

Minor in Theatre

Description

Please see Program Requirements.

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

General Theatre Minor: The courses required are THE 101: Introduction to Theatre and Text Analysis, THE 136: Fundamentals of Design, THE 201: Cultural History of Theatre, and either THE 102: Acting for Non Majors or THE 220: Scene Study with permission of instructor. The student must take two other courses chosen in consultation with a Theatre Department advisor in accordance with the interests of the student.

Theatre minor students who fail to maintain a 2.5 GPA in Theatre courses and a 2.0 overall GPA may not be allowed to participate in Department productions in either an acting or technical capacity (except for lab duties or requirements related to coursework). These GPA standards are required for graduation and a grade of C- or better is required in all Theatre and Dance courses.

Theatre Course Descriptions

Theatre Courses

In the event that students believe they are qualified to enroll in a Theatre course, but have not completed the USM prerequisites for that course, they may contact the Department to request permission to enroll.

THE 101 Introduction to Theatre and Text Analysis

This course provides a general introduction to all facets of theatre including theatre history, acting, directing, playwriting, design, management, and theatre spaces, with a focus on the necessary skills needed to read, analyze, and interpret playscripts. Cr. 3.

THE 102 Acting for Non-Majors
This course will introduce students to theatre through the eyes of the performer. Students will gain a basic understanding of theatre as a performing art through lecture, discussion, and performance of scenes. Improvisational exercises, relaxation techniques, and character analysis strategies will be included. Students will also attend campus and area theatrical productions and be required to write critical reviews of the performances. Cr. 3.

THE 104 Practicum in Costuming
A course focusing on sewing skills and costume construction, as well as working on University theatre productions. Cr. 1.

THE 105 Practicum in Stage Lighting
A course focusing on the practical application of contemporary stage lighting technology and the implementation of a lighting plot, as well as working on University productions. Cr. 1.

THE 106 Practicum in Stagecraft
A course focusing on the construction, painting, and mounting of sets and stage properties, as well as working on University theatre productions. Cr. 1.

THE 109 The Art of Dance
This is a discussion and practice course that covers the history of modern dance from the turn of the 20th century to the present day. Students will learn about the progression of the modern dance movement, its origins, and how the influences of each decade changed the art form. We will investigate various dance principles, styles, and aesthetics through the use of audio/visual materials, performance observation, written and reading assignments, and movement explorations. No dance experience necessary. Prerequisite: College Writing. Cr. 3.

THE 115 Math & the Theatre Arts
Math is all around us. Nowhere is this more true than in theatre. This course will show how algebra, geometry, trigonometry, and more can be practically applied to the theatrical and entertainment industries. We will focus on how mathematics is used in scenic design and construction, costume design and construction, lighting design and sound design, as well as directing and choreography. Cr. 3.

THE 122 Introduction to Acting
This course, required of all B.A. Theatre majors, serves as the foundational course on craft of contemporary acting as employed for the stage. Through improvisations, ensemble, self-exploration exercises, and creative activities, students will develop an appreciation for the craft, learn key vocabulary and strengthen their textual analysis skills. Prerequisite: Enrollment as a Bachelor of Arts Theatre or Musical Theatre performance major. Cr. 3.

THE 136 Fundamentals of Design
A survey/lab course designed to familiarize students with scene, light, costume, and sound design. This course, a required foundational course for a B.A. in Theatre, will offer students instuction in theatrical design theory. Cr. 3.

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

THE 141 Theatre Workshop I
A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. The course may be repeated up to four times for credit. Only offered in the Fall. Cr. 0.5.

THE 142 Theatre Workshop II
A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. The course may be repeated up to four times for credit. Only offered in the Spring. Cr. 0.5.

THE 170 Public Speaking
An introductory course in the art of public discourse. Primarily a lecture-performance course, students will learn the basics of informative and persuasive speaking, by writing and giving a variety of speeches. Constructive feedback will assist students in identifying, developing, and strengthening the physical and vocal skills needed to engage an audience and communicate effectively. Cr. 3.

THE 175 Oral Interpretation of Texts
A course in the analysis and performance of texts (poetry, prose, drama) with emphasis on the techniques used in reading written material aloud

to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature. Cr. 3.

THE 180 Topics in Theatre
This course will investigate Theatre topics not already covered by regular course offerings. May be repeated for credit when topics vary. Cr. 3.

THE 190 Rehearsal and Production
This course provides students with an opportunity to work on a USM theatre production. Production assignment positions include, but are not limited to, wardrobe crew, deck crew, board operators, spot operators, etc. Must be simultaneously enrolled in one section of Theatre Workshop or secure instructor permission. May be repeated once for credit. Department approval required for enrollment. Cr. 1.

THE 201 Cultural History of Theatre
A course designed to provide students with a cultural history survey of theatre–from ancient Egypt, Greece, and Rome through traditional Asian, Medieval, and Renaissance European and other historical styles/periods into the modern period. This course is a required Foundation course for the B.A. in Theatre. Cr. 3.

THE 220 Scene Study
A practicum course designed to use skills and techniques developed in THE 122 for acting in scenes. Simple, truthful storytelling will be explored focusing on the works of contemporary playwrights. Prerequisite: THE 122. Cr. 3.

THE 221 Voice and Speech for the Actor
This course emphasizes the development of the actor's voice, providing a progression of exercises to free and strengthen the voice as a tool of creative expression. The elements of vocal projection, range, diction, placement, and characterization will be explored. Prerequisite: THE 122. Cr. 3.

THE 222 Movement for the Actor
This is a practical course designed to introduce students to the use of movement in the creative process of acting. Topics include kinesthetic awareness, physical methods of character creation, elementary stage combat, and improvisation. Prerequisite: THE 122. Cr. 3.

THE 224 Acting for the Camera
This course focuses on acting for film, television, industrials, commercials, and the web, among others. The course will emphasize the difference between stage and screen acting techniques. Cr. 3.

THE 232 Introduction to Stage Management
A course designed to familiarize students with the organizational procedures of the theatre production process from pre-production meeting to performance. Major areas of study include stage management and theatre production management. Cr. 3.

THE 234 Performance Business
Investigation of performance business best practices including business plans in the performing arts, theatre company creation budgeting, marketing, promotions and electronic media, performance health, and educational/professional theatre management roles. This course includes a promotions practicum. Cr. 3.

THE 235 Theatrical Drafting
A lecture/discussion/lab course in basic theatrical drafting/graphic practices relating to theatrical construction and design techniques. Prerequisite: THE 136. Cr. 3.

THE 236 Practicum in Design
A course focusing on the practical application of theory relevant to scenic, costume, lighting, and other theatre-related design topics. Cr. 1.

THE 250 Playwriting
A lecture-practicum course designed to acquaint the student with playwriting principles. Emphasis is placed on the one-act play form. Students will be required to complete a series of creative exercises culminating with writing of a one-act play. Prerequisite: THE 101. Cr. 3.

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

THE 280 Topics in Theatre
This course will investigate Theatre topics not already covered by regular course offerings. May be repeated for credit when topics vary. Cr. 3.

THE 290 Advanced Rehearsal and Production
This course provides students with an opportunity to work on a USM theatre production. Production assignment positions include, but are not

limited to actors, stage managers, assistant stage managers, designers, assistant designers, etc. Must be simultaneously enrolled in one section of Theatre Workshop or secure instructor permission. May be repeated once for credit. Department approval required for enrollment. Cr. 3.

THE 303 Musical Theatre Performance
This course will provide students the opportunity to combine the skills of singing, acting, and dance as demanded by the art of musical theatre. In addition to vocal coaching, acting exercises, and choreography, students will be exposed to a variety of musical theatre genres and will be performing throughout the semester. The class will culminate with a public presentation. Prerequisites: DAN 307 and THE 220. Cr. 3.

THE 321 Advanced Acting
A laboratory for advanced actors, this course provides in-depth scene study. Emphasis will also be given to preparations for auditions. Prerequisite: THE 220. Cr. 3.

THE 325 Directing
This course will examine the functions and responsibilities of the theatrical director by having students direct a series of scenes and one-acts. Practical exercises will engage with dramatic structure, text analysis, casting, blocking & composition, and effective communication during the rehearsal process. Prerequisites: THE 101, and THE 201, or permission of department. Cr. 3.

THE 330 Dramaturgy
This course familiarizes students with the duties and procedures of the professional dramaturg. Students will critically analyze and historically research a diverse selection of plays to develop program notes, publicity materials, study guides, and production-based dramaturgical portfolios. Cr. 3.

THE 331 Scene Design
Lecture and practicum in stage scenic design. Emphasis on the visual art and drafting of designs. Prerequisites: THE 136 and acceptance into the Design/Technology Option, or permission of department. Cr. 3.

THE 334 Costume Design
This course introduces students to costume history and design, emphasizing the rendering and visual presentation of costume designs. Students learn by using the elements and principles of design, script and character analysis, and costume history research. Prerequisites: THE 136 and acceptance into the Design/Technology Option, or permission of department. Cr. 3.

THE 335 Lighting Design
Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Students will participate in lighting projects in practicum. Prerequisites: THE 136 and acceptance into the Design/Technology Option, or permission of department. Cr. 3.

THE 337 Sound Design
An introduction to the art and techniques of sound design. The class examines the creation of audio for a production environment, with emphasis on industry-standard recording techniques and communication tools, script and environmental analysis, and equipment and delivery systems. Prerequisites: THE 136 and acceptance into the Design/Technology Option, or permission of department. Cr. 3.

THE 351 Dramatic Literature and History of Classical Theatre
This course examines Greek, Roman, Medieval and Renaissance theatre history and dramatic literature. THE 351 asks students to think about theatre and dramatic literature in a broad array of cultural contexts. This class focuses on sharpening students' written and oral communication and critical thinking skills. Prerequisites: College Writing, THE 101, THE 201; THE 101 may be taken concurrently. Cr. 3.

THE 352 Dramatic Literature and History of Modern Theatre
This course examines the dramatic literature and history of 20th and early 21th century world theatre. THE 352 asks students to think about theatre and dramatic literature in a broad array of cultural contexts. This class focuses on sharpening students’ written and oral communication and critical thinking skills. Prerequisites: College Writing, THE 101, THE 201; THE 101 may be taken concurrently. Cr. 3.

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

THE 380 Topics in Theatre
This course will investigate Theatre topics not already covered by regular course offerings. May be repeated for credit when topics vary. Cr. 3.

THE 420 Acting: Styles
This course will examine a variety of acting styles and genres found in the Classical (Greek and Roman), Elizabethan, and eighteenth- and nineteenth-century canon of plays. This advanced acting course includes rigorous work in the preparation and presentation of monologues and scenes. Prerequisite: THE 220. Cr. 3.

THE 421 Topics in Acting and Performance
An intensive study of a particular acting or performance technique chosen at the discretion of the instructor in accordance with his or her expertise and interests. May be repeated as topics vary, for a maximum of 9 credits. Prerequisite: THE 220, or instructor permission. Cr. 3.

THE 430 Topics in Design
A seminar in advanced design practices, the course will stress improving design and presentation skills by developing and presenting design projects. The design project will involve theatrical drafting, perspective sketching, rendering and model making techniques as required in the areas of specialty. Students will be required to work in two of the three areas of theatrical design: costume design, lighting design, or scenery design. In addition, historical styles will be surveyed in a lecture/discussion format. This discussion will include the impact of social and political attitudes as well as physical style and how these aspects may be applied to contemporary design. Prerequisite: instructor permission only. Cr. 3.

THE 434 Advanced Design for the Theatre
This course will offer students advanced study and projects exploring in-depth theatrical design. The course will focus on one or more of the traditional design areas: scene, light, costume, and sound, with additional exploration on how these individual areas impact and inform one another. Prerequisites: THREE of the following: THE 331, THE 334, THE 335, or THE 337 (9 credits) or permission of department. Cr. 3.

THE 451 Topics in Dramatic Literature and Theatre History
An intensive study of a particular playwright, group, movement, or historical period chosen at the discretion of the instructor in accordance with his/her expertise and interests. May be repeated as topics vary for a maximum of nine credits. Prerequisites: College Writing, THE 101, THE 201; THE 101 may be taken concurrently. Cr. 3.

THE 490 Independent Study
Students should contact the Department regarding information for independent study. Prerequisite: permission of department. May be repeated for credit. Credit hours arranged.

THE 491 Independent Project
Investigation of special topics or execution of special projects that fall within the purview of theatre. Students may select an interior intra-departmental committee of three professors to approve, assist, and oversee the project. Students must obtain rules and guidelines for this course from the department chair. May be repeated for credit. Prerequisite: junior or senior standing and permission of department. Credit hours arranged.

THE 492 Theatre Internship
Students will assume a full one-semester internship with a professional theatre or Readers Theatre Company. Students will be involved in management, acting, directing, or technical theatre as a member of the company. Each student will be assigned a faculty advisor who will make a biweekly evaluation of ongoing work. Participants will be required to keep a diary and/or portfolio to be reviewed by the faculty of the Theatre Department at the conclusion of the internship. All creative work done by the student will be evaluated by the advisor and at least one other, or if possible, all members of the department. Prerequisite: permission of department. May be repeated for credit. Credit hours to be arranged. Cr. 3-15.

THE 495 Theatre Capstone
This capstone course provides students with opportunities to investigate their areas of interest in Theatre in depth and create the performance pieces, designs, stage management documents, dramaturgy, etc. necessary for professional portfolios to represent themselves in the workplace. Students will also develop a career plan in order to map out a path for employment or further training upon leaving USM. Prerequisite: Completion of Foundations Curriculum, Senior Standing and permission of department. Cr. 3.

THE 496 External Experience
This course offers the student an opportunity for advanced theatre experience, training or education away from campus. In consultation with the department, students may elect an international experience, a national experience and/or an internship. Prerequisite: permission of department. Cr. 6-12.

Dance Courses

DAN 101 Beginning Modern Dance I
This is a studio-based technique class which will introduce students to the fundamentals of contemporary dance styles. Students will gain practice in both modern and post-modern choreography with focus on body alignment, strength and flexibility. Cr. 3.

DAN 102 Beginning Ballet I
Students will learn the fundamentals of ballet dance technique. Class will begin with exercises at the barre and move to floor work. The course will focus on improving coordination, proper body alignment, balance, and strength. Emphasis will be placed on how ballet technique can be used as a basis for other dance styles. Cr. 3.

DAN 103 Beginning Jazz I
Course will introduce students to fundamentals of Jazz dance. Emphasis will be placed on developing technical skills, enhancing musicality, and increasing physical fitness. Development of individual expression will be encouraged. Cr. 3.

DAN 104 Beginning Tap I
This course introduces the student to the fundamentals of Tap Dance technique. Emphasis will be placed on the rhythms, styles and techniques of tap dance. Basic tap vocabulary, musicality and dynamics are stressed. Note that tap shoes are required for this class. Cr. 3.

DAN 121 Beginning Modern Dance II
This is a continuation of DAN 101, a studio-based technique class which will introduce students to the fundamentals of contemporary dance styles. Students will gain practice in both modern and post-modern choreography with focus on body alignment, strength, and flexibility. Prerequisite: DAN 101 or permission of department. Cr. 3.

DAN 122 Beginning Ballet II
This course is a continuation of DAN 102. Students will learn the fundamentals of ballet dance technique. Class will begin with exercises at the barre and move to floor work. The course will focus on improving coordination, proper body alignment, balance, and strength. Emphasis will be placed on how ballet technique can be used as a basis for other dance styles. Prerequisite: DAN 102 or permission of the department. Cr. 3.

DAN 123 Beginning Jazz II
Course is a continuation in the study of fundamentals of Jazz dance. Emphasis will be placed on developing technical skills, enhancing musicality, and increasing physical fitness. Development of individual expression will be encouraged. Prerequisite: DAN 103 or permission of department. Cr. 3.

DAN 124 Beginning Tap II
This course is a continuation of DAN 104, and offers further work to the student in the fundamentals of Tap Dance technique. Emphasis will be placed on the rhythms, styles and techniques of tap dance. Basic tap vocabulary, musicality and dynamics are stressed. Note that tap shoes are required for this class. Prerequisite: DAN 104 or permission of department. Cr. 3.

DAN 201 Intermediate Modern I
This course builds upon the techniques and knowledge gained in Beginning Modern. This studio-based technique class will advance the various styles of contemporary dance. Students will gain practice in both modern and post-modern choreography with focus on body alignment, strength, and flexibility. Prerequisite: Placement audition or permission of department. Cr. 3.

DAN 202 Intermediate Ballet I
The course builds upon basic ballet technique and vocabulary. Class will begin with barre exercises, move to floor work, then dance sequences and combinations. Students will improve coordination, proper body alignment, balance, and strength. Prerequisite: Placement audition or permission of department. Cr. 3.

DAN 203 Intermediate Jazz I
Building on the course work of Beginning Jazz, students will deepen their understanding and technique in various styles of jazz dance. Development of individual expression will continue to be encouraged. Prerequisite: Placement audition or permission of department. Cr. 3.

DAN 205 Hip-Hop
Hip-Hop dance introduces the student to Hip Hop culture through dance, free expression and choreography. The class emphasizes movement that includes freestyle dance and locomotive movements exploring a culturally significant art form, mind/body awareness, and performance skills. Cr. 3.

DAN 208 Dance Composition
This class is a multi-level course designed to give students practical and conceptual tools for creating, watching, and talking about a variety of contemporary dance forms. Movement explorations, structured improvisations, and performance observation give students an array of techniques for generating, shaping, and arranging movement. In class projects we will explore multiple approaches to making dances. Prerequisites: Any dance technique class (Ballet, Jazz, Modern, or Tap). Cr. 3.

DAN 209 Beginning Dance Repertory
This course focuses on technique and performance in a variety of dance styles. Emphasis will be placed on developing a strong technical base in the various styles of dance. Students will rehearse and perform the original choreography of a faculty or guest artist in an informal showcase at the end of the semester. Prerequisites: Any dance technique class (Ballet, Jazz, Modern, or Tap) or permission of the department. Cr. 3.

DAN 221 Intermediate Modern II
This course builds upon the techniques and knowledge gained in Beginning Modern. This studio-based technique class will advance the various styles of contemporary dance. Students will gain practice in both modern and post-modern choreography with focus on body alignment, strength, and flexibility. Placement audition or permission of department. Cr. 3.

DAN 222 Intermediate Ballet II
The course builds upon basic ballet technique and vocabulary. Class will begin with barre exercises, move to floor work, then dance sequences and combinations. Students will improve coordination, proper body alignment, balance, and strength. Placement audition or permission of department. Cr. 3.

DAN 223 Intermediate Jazz II
Building on the course work of Beginning Jazz, students will deepen their understanding and technique in various styles of jazz dance. Development of individual expression will continue to be encouraged. Placement audition or permission of department. Cr. 3.

DAN 266 The History of Modern Dance
This is a discussion and practice course that covers the history of modern dance from the turn of the 20th century to the present day. We will investigate various dance principles, styles, and aesthetics through the use of audio/visual materials, performance observation, written and reading assignments, and movement explorations. No dance experience is necessary. Prerequisite: College Writing. Cr. 3.

DAN 297 Topics in Dance
A focused dance study of a particular style, choreographer, or period chosen at the discretion of the instructor in accordance with their special expertise and interests. Cr. 1-3.

DAN 307 Musical Theatre Styles I
This course will focus on the choreography of musical theatre dance created approximately from 1920-1977. Employing various dance techniques (ballet, jazz, tap). Students will learn original stage choreography used in “Golden Age” Broadway musicals. Prerequisite: DAN 102 or 122 and ONE of the following technique sequences: DAN 103/123 or DAN 104/124 (9 credits). Cr. 3.

DAN 327 Musical Theatre Styles II
This course will focus on the choreography of musical theatre dance created approximately from 1980-current. Employing various dance techniques (ballet, jazz, tap, hip-hop). Students will learn original stage choreography used in contemporary Broadway musicals. Prerequisites: DAN 102 or 122 and ONE of the following technique sequences: DAN 103/123 or DAN 104/124 (9 credits). Cr. 3.

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

Undergraduate Programs

The College of Management and Human Service offers the following undergraduate degree programs and pathway programs:

- Bachelor of Arts (BA) in Geography-Anthropology
- Bachelor of Arts (BA) in Social Work
- Bachelor of Arts (BA) in Tourism and Hospitality
- Bachelor of Science (BS) in Business Administration with majors in accounting, business analytics, finance, management, marketing, and sport management
- Bachelor of Science in Public Health
- Teacher Education (elementary and secondary)

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 Overview

Associate Dean: Jane Kuenz
Coordinator of Internships and Field Placements: Kathryn Cavallero
Chair (Accounting, Finance, and Risk Management and Insurance): Donald Ladd
Chair (Business Administration): Robert Heiser
Professors: Arend, Manny, Smoluk
Associate Professors: Heiser, Kerr, Kohli, Parker, Suleiman, Williams
Assistant Professors: Amendah, DiBartolomeo, Hansen, Kumthekar, Li, Mansouri, Ndu, Newell, Tharp, Takeda, Unal
Lecturers: Biloedeau, Dunbar, Griffin, Ladd, Palin

Visiting Assistant Professor: Verma

Mission Statement

Preparing lifelong, entrepreneurial thinkers fluent in business technologies

Programs

Bachelor of Science in Business Administration (BSBA) Majors:

- accounting
- business analytics
- finance
- management (available on-line)
- marketing
- sport management*

Concentrations (9 credits and open to all majors):

- Advanced accounting
- Entrepreneurship
- International Business
- Operations and Supply Chain Management
- Professional Selling
- Risk Management and Insurance
- Sustainable Business

*Note: Some required courses in the Sport Management major may not be offered during the evening (5:30 p.m. or later).

The undergraduate program is designed to develop the student's abilities to assume the responsibilities of general and financial management, and to cope successfully with the changing problems of managers in the years ahead. Entering students begin by acquiring broad preparation in the arts and sciences as a foundation for the study of business. All students also complete the pre-business core, business core, and thematic core covering major functional areas common to business operations. Lastly, students acquire a deeper knowledge in their selected major.

Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. No course may count for credit in both the major and a concentration. Minors are not open to School of Business majors. Non school of business students can only have one School of Business minor. Students may also apply to the accelerated graduate program in Business Administration to compete both undergraduate (USM) and graduate (U.Maine) degrees in about five years.

Minors (for non-School of Business majors only):

- Entrepreneurship
- Risk Management and Insurance

Certificate programs of undergraduate study:

- accounting
- risk management and insurance

Accelerated Undergraduate-Graduate Pathways in Business Administration:

- Bachelor's degree and MBA (University of Maine)

Accreditation

The School of Business is accredited by AACSB International–The Association to Advance Collegiate Schools of Business. AACSB International assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.

Undergraduate Course Enrollment Policies

Students Accepted or Enrolled in a USM School of Business Major:

- Only USM School of Business majors are allowed to take more than 30 credit hours in business courses.
- USM School of Business majors can take up to 12 credits of 300- or 400-level business classes before they must successfully complete the entire pre-business core.

Students not enrolled or accepted into a USM School of Business Major:

- Students not enrolled or accepted into a USM School of Business major may pursue only one minor offered by the School of Business.
- Students not enrolled or accepted into a USM School of Business major may take all 100 and 200 level pre-Business core courses and up to 12 credits of 300 level or higher business courses. All course-specific prerequisites still apply.
- Business majors from other colleges who want to take more than 12 credits of upper level business courses, should contact the School of Business to appeal.
- Non-matriculated students and community members who wish to take a business course must submit a transcript that shows successful completion of prerequisite(s) for the course. If you would like to use work experience as a substitution in lieu of a course prerequisite, please contact the Faculty member and the Department Chair directly to appeal.

Repeated courses:

Any student wishing to take the same School of Business course a third time or more must first submit a Course Condition Form (available on the registrar's website) to the Associate Dean for approval. Failure to do so may result in course credit disqualification.

According to Federal Financial Aid policy, a student can use financial aid to pay for ONE repeat of a course already passed with a D- or higher. Subsequent repetitions are ineligible for financial aid. Please see the USM Financial Aid website for more information.

Internship Program

Because employment in a professional setting provides opportunities to apply classroom learning, develop work-related skills, and explore careers, School of Business majors are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply classroom learning, develop work-related skills, and explore careers. Credit may be received for paid or non-paid positions with new employers, or for new responsibilities with current employers. Credit is not granted for past work experience. Students obtain internship positions by applying for them on USMCareerConnections, an online job and internship board; by contacting the School of Business internship coordinator; or by contacting employers to develop positions. Students are also welcome to discuss internship availability with faculty members and Department Chairs. An intern must be advised by a faculty sponsor during the internship. Under the supervision of a faculty sponsor, the student must prepare a written learning contract that contains a job description, the student's learning goals, self-directed learning activities, and an evaluation process. Please see the website for the minimum hours required for each internship. Grading is pass/fail, except 378 and 397, which are graded. Refer to the course descriptions for ACC 295, 395-396, 695, BUS 295, 378, 391-397, FIN 295, 395-396, RMI 295, 395-396 and MBA 695 for prerequisites and restrictions. Undergraduate majors are limited to a maximum of nine internship credit hours. Undergraduate minors are limited to a maximum of three internship credit hours. For further information, contact the School of Business Internship Office at (207) 780-4020.

Centers

Center for Entrepreneurship

In November 1996 the Board of Trustees of the University of Maine System approved the creation of the Center for Entrepreneurship at the University of Southern Maine. Administered by the School of Business within the College of Management and Human Service, the Center develops courses that respond to the needs of small businesses throughout Maine. The Center for Entrepreneurship, part of the Innovation, Creativity, and Entrepreneurship program, supports students and faculty in their business development efforts. More information can be found on the Center's website at http://usm.maine.edu/cesb or by contacting Richard Bilodeau, Lead Faculty, Innovation, Creativity and Entrepreneurship at (207) 780-4302.

Maine Center for Business and Economic Research

Program Director: Ryan Wallace

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

Supported by both public and private sources, the Center offers applied research and technical assistance services to Economic Development Districts, profit and nonprofit organizations, and individuals. These services include: business analytics, survey-based research, economic impact analysis, forecasting, data mining, statistical analysis, strategic planning, feasibility studies, market research, financial/economic modeling, and other forms of customized business/economic analysis. For additional information, contact the Maine Center for Business and Economic Research, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300, (207) 780-5859, www.mainecber.com

Maine Small Business Development Centers

State Director: Mark Delisle

Associate State Director: Carol Papciak

Maine Small Business Development Centers (Maine SBDC) provide comprehensive business management assistance, training, resource, and information services to Maine's micro, small, and technology-based business communities. Professional certified counselors, who meet rigorous education and business experience standards, provide business assistance at no cost to Maine's existing and prospective business owners.

Maine SBDC is a partnership program of the U.S. Small Business Administration (SBA) in association with the SBA/OSBDC, Maine Department of Economic and Community Development (Maine DECD), the University of Southern Maine, and leading economic and/or community development hosting organizations, with support from other contractors, allies, and stakeholders. Accredited by the Association of Small Business Development Centers (ASBDC) and administered by USM's School of Business for over 30 years, Maine SBDC operates a network of nine service centers and numerous outreach offices located conveniently throughout the state.

Maine SBDC's mission is to engage itself and others in development activities that contribute to the improvement of the economic climate for and the success of micro, small, and technology-based businesses in the state of Maine. Its focus is to assist in the creation, growth, and maintenance of viable small businesses and the jobs these businesses provide. Maine SBDC serves those seeking assistance who are willing and able to build, sustain, and/or expand their business. More information about the Maine SBDC can be found at http://www.mainesbdc.org or by calling (207) 780-4420. Maine SBDC state administrative offices are at 501 Forest Avenue, Portland. Mailing address: P.O. Box 9300, Portland, ME 04104-9300.

BS in Business Administration - Accounting Major

Description

The accounting major (15 credits) has a strong regional reputation for providing students with the quality accounting and business skills necessary for success in the accounting profession. Many of our students are employed in tax and accounting internships, obtaining valuable practical experience while completing their degree.

The accounting major offers students the coursework necessary to meet the rapidly changing business environment, in which accountants play a significant and critical role. Students learn accounting concepts and practical applications necessary to work in the profession. The program fosters the development of critical thinking and professional skills crucial for career success.

The undergraduate accounting major along with Advanced Accounting concentration provides students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150 credit hour education required by Maine and most states for licensure as a CPA.

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, Thematic Core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course (http://usm.maine.edu/sb/stats)
- ECO 101 Macroeconomics with C- or higher grade

- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

*At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. Double majors are possible as long as no more than one course (3 credits) applied toward one major is applied toward the second major. No course may count for credit in both the major and concentration. Students must earn a grade of C or higher in each major course.

Required Courses (15 credits)
ACC 301 Financial Reporting I
ACC 302 Financial Reporting II
ACC 329 Accounting Information Systems
ACC 410 Auditing and Assurance
ACC 413 Concepts and Strategies of Taxation

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*****

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance

ACC 413 - Concepts and Strategies of Taxation

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business. Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance:

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General University Electives (remaining credits for 120 credit minimum)

The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

BS in Business Administration - Business Analytics Major

Description

The business analytics major (15 credits) prepares business administration students for a range of management analyst positions. The U.S. Bureau of Labor Statistics predicts that management analysts have a much faster than average job outlook through 2024 with a 14% growth rate. McKinsey Global Institute reports that the United States alone faces a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts to analyze big data and make decisions based on their findings.

The major is designed to teach the theoretical and practical aspects of Business Analytics through a curriculum focused on the theoretical, technical, and communication components required in the business analytics field. The goal of the major is to educate students who can successfully fulfill the roles and responsibilities of the rapidly growing field related to business analytics. Through the curriculum, graduates will be equipped with the knowledge, skills, and abilities to obtain employment as business analysts.

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, thematic core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the

major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course (http://usm.maine.edu/sb/stats).
- ECO 101 Macroeconomics with C- or higher grade
- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

*At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. No more than 3 credits of internship can count toward the major. Double majors are possible as long as no more than one course (3 credits) applied toward one major is applied toward the second major. No course may count for credit in both the major and concentration. Students must earn a grade of C or higher in each major course.

Business Analytics Major Requirements:

BAN 300 Foundations of Data Management
BAN 340 Data Mining for Business Analysts
BAN 350 Data Visualization

Choose two from the electives listed below:

BUS 356 Digital Marketing
BUS 369 Marketing Research
BUS 399 Marketing Analytics
FIN 323 Financial Engineering
FIN 326 Financial Modeling
FIN 327 Investment Management
ITT/COS 184 Python Programming (4 credits)

Any additional courses developed with a BAN prefix

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance*

ACC 413 - Concepts and Strategies of Taxation*

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business. Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General Electives (remaining credits for 120 credit minimum)

The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

BS in Business Administration - Finance Major

Description

The finance major (15 credits) prepares students for careers in corporate finance, investments, financial services, banking, and related fields. Students learn a blend of theoretical and practical concepts and apply this knowledge to real-world settings. The program develops analytical and critical thinking skills that will aid students throughout their careers. The flexibility of the major requirements allows students to create self-designed specializations within the major. For example, students interested in pursuing a career in financial services might select FIN 321 Personal Financial Planning and an internship at a financial services company.

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, thematic core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course (http://usm.maine.edu/sb/stats [1]).
- ECO 101 Macroeconomics with C- or higher grade
- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

*At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. No more than 3 credits of internship can count toward the major. Double majors are possible as long as no more than one course (3 credits) applied toward one major is applied toward the second major. No course may count for credit in both the major and concentration. Students must earn a grade of C or higher in each major course.

Finance Major Requirements
FIN 327 Investment Management
Finance Electives (12 credits; at least three courses must be FIN courses)
FIN 321 Personal Financial Planning
FIN 323 Financial Engineering
FIN 326 Financial Modeling
FIN 328 Financial Markets and Institutions
FIN 330 International Financial Management (cannot be counted in core)
FIN 395 Internship I in Finance
FIN 490 Independent Study in Finance
FIN 499 Special Topics in Finance
ACC 413 Concepts and Strategies of Taxation
ACC 302 Financial Reporting II
RMI 320 Introduction to Risk Management

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance

ACC 413 - Concepts and Strategies of Taxation

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business. Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a

wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General Electives (remaining credits for 120 credit minimum)

The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

BS in Business Administration - Management Major

Description

The Management major (15 credits), exposes business administration students to a wide range of management issues encountered in virtually all business careers. Students in this track have the opportunity to select advanced study courses across multiple fields of business.

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, Thematic Core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course (http://usm.maine.edu/sb/stats).
- ECO 101 Macroeconomics with C- or higher grade
- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

*At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. Students select five courses from at least three of the School of Business disciplines listed below. Students with double majors can count only one course toward both. No course can count both in the major and a concentration. No more than 3 credits of internship can count toward the major. Students must earn a grade of C or higher in each major course.

- Accounting (ACC 301-329, 413)
- Decision Science (BUS 372, 373, 374)
- Finance (FIN 321-330)
- Information Management (BAN 300-360, BUS 377)
- Internship (BUS 395)
- Law (BUS 380, BUS 382)
- Management (BUS 335, 342, 346, 347, 383, 384, 385, 386, 387, 388, 485)
- Marketing (341, 356, 358-369, 398)
- Risk Management and Insurance (RMI 320-350)
- Sport Management (BUS 311-319, BUS 322)

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance

ACC 413 - Concepts and Strategies of Taxation

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business. Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General University Electives (remaining credits for 120 credit minimum)
The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

BS in Business Administration - Marketing Major

Description

The marketing major (15 credits) prepares business administration students for a wide range of marketing and management careers ranging from client services to new product development and brand management. Separate courses are offered in career areas such as retailing, advertising, sales, and sport marketing. Students acquire a solid grasp of marketing concepts and practices along with a comprehensive understanding of business. Most important, the program fosters the development of professional skills crucial for career success. Students are encouraged to further develop skills by taking the applied courses listed below and being active in student organizations such as the School's Student Marketing Association (SMA).

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, thematic core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course

(http://usm.maine.edu/sb/stats [1]).
- ECO 101 Macroeconomics with C- or higher grade
- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

*At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. No more than 3 credits of internship can count toward the major. Double majors are possible as long as no more than one course (3 credits) applied toward one major is applied toward the second major. No course may count for credit in both the major and concentration. Students must earn a grade of C or higher in each major course.

Marketing Major Requirements:
BUS 360 Marketing Strategy
BUS 365 Consumer Behavior **or** BUS 322 Sport Consumer Behavior
BUS 369 Marketing Research

Select an experiential Marketing course:
BUS 321 Independent Project in Marketing
BUS 341 New Product Development
BUS 356 Digital Marketing
BUS 358 E-commerce
BUS 362 Market Opportunity Analysis
BUS 364 Professional Selling
BUS 367 Marketing Management
BUS 392 Internship in Marketing
BUS 398 Marketing Practicum
Other courses with faculty permission.

Select a 3-credit 300-level or higher Marketing elective:

BUS 311 Sport Marketing
BUS 321 Independent Project in Marketing
BUS 341 New Product Development
BUS 356 Digital Marketing
BUS 358 E-commerce
BUS 361 International Marketing (*only if not used to fulfill your international requirement in the Business Core*)
BUS 362 Market Opportunity Analysis
BUS 363 Branding and Advertising
BUS 364 Professional Selling
BUS 366 Retail Management
BUS 367 Marketing Management
BUS 392 Internship in Marketing
BUS 398 Marketing Practicum
Other courses with faculty permission such as, BUS 399

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance

ACC 413 - Concepts and Strategies of Taxation

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business.

Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General Electives (remaining credits for 120 credit minimum)

The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

BS in Business Administration - Sport Management Major

Description

The sport management major (15 credits) prepares students for careers in the dynamic, global, and multimillion-dollar sport industry. Sport business professionals must understand the complexities of this competitive industry and develop strategies for personal and organizational success. The sport management major is designed to meet the needs of these managers in a range of sport industry settings, and recognizes the essential business foundations required to be successful in the field. Academic and practical experiences are combined to prepare students to gain successful employment in a range of sport industry settings. The sport management coursework provides students with the skills to be successful in a variety of areas including professional and amateur sports organizations, event management, sport marketing agencies, sport facility management, sporting goods manufacturing, and collegiate athletics.

Sport Management Internships and Advanced Experience

Meet the Sport Management Faculty

Program Requirements

In addition to meeting all University requirements, students must earn a minimum grade of C- in all Pre-Business Core Classes and a C in 300-400 level courses in all Business Core, thematic core, major, and business elective (or concentration) courses toward the degree. To ensure that students graduate with a current understanding of their field, upper-level courses taken more than 10 years before the degree is awarded must have Departmental approval for use in the Business Core, Thematic Core, 9 credits of upper level Business electives (or Area of Emphasis) or the major.

Students may declare or change a major by completing a form available at the Registrar's office or on their website. Double majors are possible as long as no more than one course (3 credit hours) applied toward one major is applied toward the second major. Under no circumstances can more than one course (3 credit hours) be double-counted for two majors within the School of Business. No course may count for credit in both the major and a concentration.

At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM. In addition, at least 50 percent of classes in the major (3 out of 5) must be taken at USM.

Students can take no more than 12 credits of upper level business classes until they have successfully completed the pre-business core with a grade of C- in each course.

Overview of course requirements:

- Core Curriculum
- Pre-Business Core
- Business Core
- Thematic Core
- One Global Business course
- Major requirements
- Additional 9 credits at 300-level or above beyond the major taken either as electives (ACC, BAN, BUS, FIN, RMI) or as 9-credit Area of Emphasis
- General University Electives as needed

USM Core Curriculum Requirements

Please see USM Core Curriculum section of this catalog for details. School of Business specific Core courses are noted below.

- Entry Year Experience – EYE required for students entering with fewer than 24 credit hours
- College Writing
- Quantitative Reasoning: MAT 210 Business Statistics (credits counted in the pre-business core).
- Creative Expression
- Socio-cultural Analysis: ECO 101 Macroeconomics (credits counted in the Pre-business Core)
- Cultural Interpretation
- Science Exploration
- Ethical Inquiry, Social Responsibility, and Citizenship; May be fulfilled and double counted with BUS 347 Triple Bottom Line Business
- Diversity
- International: May be fulfilled and double counted by the Global Business course by successful completion of BUS 335 International

Business or BUS 361 International Marketing.
- Core Electives (9 credits) or a second major or minor
- Engaged Learning & Capstone: BUS 450 Business Policy and Strategy (credits counted in the Thematic Core)

Pre-Business Core

- MAT 108 College Algebra with C- or higher grade (Substitutes include a C- or higher grade in MAT 140 or approved higher level math course or passing a CLEP exam)
- MAT 210 Business Statistics (or MAT 120) with a C- or higher grade, or in another approved statistics course (http://usm.maine.edu/sb/stats [1]).
- ECO 101 Macroeconomics with C- or higher grade
- ECO 102 Microeconomics with C- or higher grade
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- BUS 260 Marketing (C- or higher)
- BUS 280 Legal Environment of Business (C- or higher)
- BUS 241 Applied Business Modeling (C- or higher) or Microsoft Excel Certification

Business Core*

- BUS 301 Business Analytics (C or higher)
- BUS 340 Organizational Behavior (C or higher)
- BUS 375 Production/Operations Management (C or higher)
- FIN 320 Financial Management (C or higher)

Thematic Core*

- BUS 300 Entrepreneurial Thinking (C or higher)
- BUS 345 Technology Management (C or higher)
- BUS 450 Business Policy and Strategy (C or higher)

* At least 50 percent of classes in the Business Core and Thematic Core (4 out of 7) have to be taken at USM.

Global Business Course

- Select one of the following courses:

BUS 335 International Business (C or higher)

BUS 361 International Marketing (C or higher)

BUS 382 International Business Law (C or higher)

BUS 388 Launching a Global Social Enterprise (C or higher)

FIN 330 International Financial Management (C or higher)

Major Requirements (15 credits)

At least 50 percent of credit hours applied to the major must be taken at USM. Double majors are possible as long as no more than one course (3 credits) applied toward one major is applied toward the second major. No course may count for credit in both the major and concentration. Only one internship or one practicum course can be used in the major. Students must earn a grade of C or higher in each major course.

Sport Management Required Courses (12 Credits):

Bus 311—Sport Marketing (Fall & Spring)

Bus 312—Sport Law (Spring only)

Bus 314—Sport Media & Communications (Spring only)

Bus 315—Revenue Generation in Sport (Fall only)

Sport Management Practicum & Internship (must take at least 3credits):

Bus 316—Sport Event & Facility Management, 3 credits (Spring only)

Bus 378—Sport Management Practicum, 3 credits

Bus 397—Full-time Internship, 6 credits

Sport Management Electives:

Bus 210—Intro to Sport Management

Bus 318—Sport Governance & Policy (Every other Fall only)

Bus 319—Sport Tourism (Limited offerings)

Bus 322—Sport Consumer Behavior (Limited offerings)

Area of Emphasis or Electives (9 credits)

Three courses beyond the major satisfied in one of the following ways:

- 9 credits in any 300- or 400-level ACC, BAN, BUS, FIN, RMI courses
- 9-credit Area of Emphasis. Areas of Emphasis supplement the major and allow students to focus on specific subtopics in Business. No course may count for credit in the major and the Area of Emphasis. Areas include the following: Advanced Accounting, Entrepreneurship, International Business, Operations and Supply Chain Management, Professional Selling, Risk Management and Insurance, and Sustainable Business

Advanced Accounting

Advanced Accounting allows students to focus on specialized areas in the field, including fraud, auditing, and governmental and non-profit accounting. This undergraduate concentration is open to all students who meet the prerequisites for individual courses. In practice, this means that most of the students choosing this concentration will be accounting majors. The combined accounting major and concentration will prepare students for graduate work in accounting and will provide students with the depth and breadth of education needed to help pass the CPA exam and help meet the 150-credit hour education required by Maine and most states for licensure as a CPA.

Students choose 9 credits from the following:

ACC 395 – Internship in Accounting (open to accounting majors only)*

ACC 405 - Cost Management Systems

ACC 410 - Auditing and Assurance*

ACC 413 - Concepts and Strategies of Taxation

ACC 416 - Governmental and Nonprofit Accounting

ACC 418 - Principles of Fraud

ACC 490 - Independent Study in Accounting

ACC 499 - Special Topics in Accounting

*Students considering a career as a CPA should be an accounting major and are strongly recommended to complete ACC 395 (open to accounting majors only).

Entrepreneurship

Entrepreneurship prepares students to both start their own business as well as become an agent of change and innovation within a larger business. Developing the critical skills of opportunity identification, value creation, and creative thinking, students will master the approaches need to develop a successful entrepreneurial mindset. Course include topics in feasibility analysis, venture creation, creativity and innovation, and managing a growing venture.

Required nine credits:

BUS 385 – Entrepreneurship and Venture Creation

BUS 386 – Creative Strategies for Entrepreneurs

BUS 485 – Managing the Growing Entrepreneurial Venture

International Business

International Business exposes students to the global economy and international business issues. Courses prepare students to be future managers who can work in complex social, political, economic and cultural international environments. Students are encouraged to develop their foreign language skills and, where possible, to travel abroad.

Required:

BUS 335 – International Business

Students choose 6 credits from the following:

BUS 336 – Approved International Experience

BUS 337 – Approved International Business Experience

BUS 382 – International Business Law

BUS 388 – Launching a Global Social Enterprise

BUS 394 – Internship in International Business

ECO 370 – International Economics

FIN 330 – International Financial Management

Operations and Supply Chain Management

Operations and Supply Chain Management prepares students for careers in service operations, quality control, supply chain management, purchasing & procurement, and project management. Students are exposed to hands-on tools and techniques that find relevant applications in their field of work. The overall objective of this concentration is to develop a systematic approach towards managing processes that produce the goods and services for firms in the challenging environment of global competition. Upon completion, students will be able to get employed at a wide-range of middle- to upper-level management jobs in a wide array of industries including manufacturing, health care, educational & other government organizations, airlines, restaurants, retail and logistical services.

Required (6 credits):

BUS 372 - Supply Chain Management

BUS 373 – Project Management

Select one from below:

BUS 374 – Purchasing & Procurement

ITP 340 – Quality Management

MAT 388 – Statistical Quality Control

Professional Selling

Professional Selling will equip students with the tools necessary to become a successful salesperson. Courses explore the full spectrum of sales coursework, including professional selling, sales management, and a sales internship designed to expose student to working in a real-world environment. Students learn professional selling as a process of building trust, and engaging in persuasive communication.

Required nine credits:

BUS 364 – Professional Sales

BUS 366 – Sales Management

BUS 398 - Sales Practicum or Sales Internship

Risk Management and Insurance

Risk Management and Insurance prepares students for careers in the insurance industry (including insurance carriers and underwriters, insurance agencies or brokerages, insurance service fields) and its allied fields, such as banking, financial planning, accounting, real estate, stockbrokerage, and third party administration. Students learn a blend of theoretical and practical concepts and apply this knowledge to risk management and insurance. The program develops analytical and critical thinking skills that will aid students throughout their careers.

Required nine credits:

RMI 320 – Introduction to Risk Management and Insurance

RMI 330 – Health, Life, and Disability Insurance

RMI 350 – Managing Risk with Property and Liability Insurance

Sustainable Business

Sustainable Business prepares business administration students for developing, launching, growing, and managing triple bottom line businesses. By balancing social and environmental responsibilities with financial profitability, students learn approaches to creating businesses that do well by doing good. Students are encouraged to hone their skills by taking part in an internship or practicum to round out their educational experiences.

Required 6 credits:

BUS 347 – Triple Bottom Line Business

BUS 362 – Market Opportunity Analysis

Select One from the following (3 credits):

BUS 348 – Sustainable Business Practicum

BUS 384 – Enactus Project Leadership

BUS 391 – Internship in Sustainable Business

General Electives (remaining credits for 120 credit minimum)

The exact number of general elective credits varies and is dependent upon choices made in University core requirements.

Minor in Entrepreneurship

Description

The Entrepreneurship minor (15 credits) is designed for undergraduate students in majors outside the School of Business who are interested in starting a business or otherwise using creative strategies and the tools of innovation in their field of interest. The minor complements any field of study, including the sciences, arts, humanities, engineering, and education.

Students who wish to pursue the minor must complete a declaration form available online on the USM Registration & Scheduling website. The requirements for admission to the minor are completion of at least 15 credits at USM with a grade point average of 2.33 or higher.

Students may pursue only one School of Business minor.

Program Requirements

The entrepreneurship minor is 15 credits. A student may transfer into the entrepreneurship minor up to six credit hours of acceptable courses. To complete the minor, students must have a grade point average of at least 2.33 in the minor courses. Minimum grades may be required as prerequisite to other minor courses.

Program Requirements Required Course (9 credits):

BUS 260 - Marketing

BUS 385 - Entrepreneurship & Venture Creation

BUS 485 - Managing the Growing Entrepreneurial Venure

Select 6 credits from the following options:

BUS 300 Entrepreneurial Thinking

BUS 362 Market Opportunity Analysis

BUS 383 Social Entrepreneurship

BUS 384 Enactus Project Leadership

BUS 386 Creative Strategies for Enterpreneurs

BUS 387 Design Thinking

BUS 388 Launching a Global Social Enerprise

BUS 390 ICE Internship

Minor in Risk Management and Insurance

Description

The insurance industry is very strong in New England and that creates incredibly rewarding career opportunities with a variety of different types of insurance organizations. The minor in risk management and insurance is designed to permit undergraduate majors from outside the School of Business a chance to develop more in-depth knowledge of the risk management process and the insurance industry so they can take advantage of those opportunities. Students may pursue only one School of Business minor.

Students who wish to pursue the minor must complete a declaration form available online on the USM Registration & Scheduling website. The requirements for admission to the minor are completion of at least 12 credits at USM with a grade point average of 2.33 or higher.

Program Requirements

The Risk Management and Insurance minor is 15 credits. RMI minors need a 2.33 cumulative grade point average in the five courses taken in the minor. A student may transfer to the minor up to 6 credit hours of comparable courses.

The minor in risk management and insurance is 15 credit hours, including 9 credit hours required in:

RMI 320 Introduction to Risk Management and Insurance

RMI 330 Health, Life and Disability Insurance

RMI 350 Managing Risk with Property and Liability Insurance

And six credits of elective courses - choose any two from the following list:

ACC 110 Financial Accounting Information for Decision Making

ACC 418 Principles of Fraud Examination (ACC 110)

BUS 201 Personal Finance

BUS 280 Legal Environment of Business

BUS 340 Managing Organizational Behavior

BUS 347 Triple Bottom Line Business (BUS 260 and 280, or permission)

CRM 216 White-collar Crime (CRM 100 or permission)

CMS 255 Business and Professional Communication

ITC 100 Introduction to Construction Management

ITP 210 Technical Writing (ENG 100 or permission)

ITP 310 Facility Planning

ITP 350 Teambuilding and Facilitation

ITP 381 Human Resource Development

ITS 300 Ergonomics/Time Study

ITS 320 Occupational Safety and Health

ITT 241 Information and Communication Technologies

LOS 300 Organizational Theory

LOS 301 Group Dynamics LOS 350 Leadership

POS 360 Terrorism and the American Public

PSY 340 Behavior Modification (PSY 101)

SBS 362/LOS 599/HON 299 Introduction to Regulatory Compliance: Applying to Scissors to Red Tape

SWO 374 Sexual Harassment in Education and Work (permission)

SWO 375 Gender and Aging (permission)

TAH 221 Tourism and Hospitality Management

TAH 321 Lodging Operations and Systems (TAT 101 or TAH 221)

Recommended Course Sequence

Courses may be taken in any order provided individual course prerequisites are satisfied.

Certificate in Accounting

Description

This certificate program is designed to prepare individuals, who already possess an undergraduate degree in another field of study, for a career or graduate study in accounting.

Program Requirements

The certificate program consists of 15 credit hours in accounting; plus up to 10 credit hours of Non-Accounting Core and up to 6 credit hours of Accounting Foundation courses. The certificate is open to individuals 1) who possess an undergraduate degree with a minimum cumulative GPA of 2.33 or 2.) a master's level (or above) degree.

Career changers who already have completed an undergraduate course of study will have earned, at the completion of the certificate program, 135 or more hours of the 150-hour requirement to sit for the CPA exam. Individuals wishing to sit for the CPA exam should also take BUS 280 Legal Environment of Business. Those who need additional credits to meet the 150-hour requirement, and who do not wish to enter a graduate degree program, may take additional accounting electives and/or other business or undergraduate courses of interest to meet the credit-hour requirement to sit for the CPA exam. Matriculated undergraduate students are not eligible to obtain this certificate.

Required Non-Accounting Core (up to 10 credits)*

- ECO 101 Introduction ot Macroeconomics **or** ECO 102 Introduction to Macroeconomics (C- or higher)
- MAT 120 Introduction ot Statistics (C- or higher) **or** MAT 210 Business Statistics (C- or higher)
- FIN 320 Basic Financial Management (C or higher)

**Courses are a prerequisite to one or more of the Accounting Certificate Core courses. Required Non-Accounting Core may be waived on a case by case basis. Students entering the Certificate in Accounting program prior to the Fall 2017, are grandfathered and are not required to complete the Non-Accounting Core.*

Accounting Foundation Courses (up to 6 credits)**

- ACC 110 Financial Accounting Information for Decision Making (C- or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)

**The foundation courses (six credits) are prerequisites to one or more of the Accounting Certificate Core courses.

Required Accounting Core Courses (15 credits) *Courses must be taken in the order required by the prerequisite structure in effect.*

- ACC 301 Financial Reporting I (C- or higher)
- ACC 302 Financial Reporting II (C- or higher)
- ACC 329 Accounting Information Systems (C- or higher)
- ACC 410 Auditing and Assurance (C- or higher)
- ACC 413 Concepts and Strategies of Taxation (C- or higher)

Enrollment in specific courses is based on eligibility criteria and availability of space in the courses. Enrollment in some courses may be restricted or prohibited in any given semester due to high demand from degree students. Admission into the certificate program does not guarantee admission into any other USM program or enrollment in any specific course. Students must complete the required 15 credit hours within four years after the application date and must earn a minimum 2.33 cumulative GPA (with a minimum grade of C- in each course) to obtain the certificate. Students may be able to apply earned certificate course credit toward an undergraduate business degree at USM with an accounting major if the minimum GPA requirements are met.

Students who have completed required coursework elsewhere, prior to admission to the certificate program, may petition to substitute up to three credits (one course) of another 400-level ACC course for one of the required courses (a grade of C or better in the course taken elsewhere is required). Non-matriculated students enrolled in this certificate program will not be eligible for financial aid.

Recommended Course Sequence

Level 1

- ECO 101 Introduction to Macroeconomics **or** ECO 102 Introduction to Macroeconomics (C- or higher)
- MAT 120 Introduction to Statistics (C- or higher) **or** MAT 210 Business Statistics (C- or higher)
- ACC 110 Financial Accounting Information for Decision Making (C- or higher)

Level 2

- FIN 320 Basic Financial Management (C or higher)
- ACC 211 Managerial Accounting Information for Decision Making (C- or higher)
- ACC 413 Concepts and Strategies of Taxation (C- or higher)

Level 3

- ACC 301 Financial Reporting I (C- or higher)
- ACC 329 Accounting Information Systems (C- or higher)

Level 4

- ACC 302 Financial Reporting II (C- or higher)
- ACC 410 Auditing and Assurance (C- or higher)

Certificate in Risk Management and Insurance

Description

The certificate program in risk management and insurance (RMI) is a way for individuals already working in risk management, insurance, and financial services to develop a deeper understanding of the business in which they work without the larger and protracted experience of seeking a complete (or in some cases second) undergraduate degree. The RMI certificate is only available to non-matriculated students.

Can the courses translate into credit towards a professional designation?

The RMI 350 course (Managing Risk with Property & Liability Insurance) qualifies as credit towards two different, highly respected risk management and insurance professional designations.

1. **CRM** (Certified Risk Manager): The National Alliance for Insurance Education & Research awards the CRM designation to risk professionals after completion of five components (see https://www.scic.com/crm). If you earn a C or better in this course you can earn credit for the "Financing of Risk" component of the CRM designation at absolutely no cost to you.
2. **CPCU** (Chartered Property & Casualty Underwriter): The Institutes awards many different risk management and insurance professional designations, with the CPCU designation being one of the most recognized designations in the industry. It requires the completion of eight national exams (see https://www.theinstitutes.org/program/chartered-property-casualty-underwriter-cpcu#programreqs). The CPCU Collegiate Studies program (see https://www.theinstitutes.org/e_campaigns/collegiatestudiescpcu.php) allows students at qualifying universities to earn credit towards the CPCU designation by earning at least a B or better in a qualified course. RMI 350 is a qualifying course, satisfying the CPCU 557 – Survey of Commercial Insurance component.

All of the RMI course are approved for continuing education credits for the Maine state insurance agents license through the Maine Bureau of Insurance.

For more information regarding the RMI Certificate Program contact:
Professor Dana Kerr
(207) 780-4059 - dana.kerr@maine.edu

Program Requirements

Admission to the RMI certificate program is open to those who have completed 54 credit hours with a GPA of 2.33 or higher. Those who have a minimum of three years of risk management, insurance, or other financial services work experience and a high school diploma, or GED may also apply.

The RMI certificate program is a 15-hour program consisting of two required core courses and three elective courses. There is no particular order in which either core or elective courses must be taken as long as individual course prerequisites are satisfied.

Required Core Courses (6 credit hours):

RMI 320 Introduction to Risk Management and Insurance RMI 330 Health, Life, and Disability Insurance **or**

RMI 350 Managing Risk with Property and Liability Insurance

Elective Courses (9 credit hours) – choose any three courses from the following list (with permission, other risk-related courses can satisfy elective requirements):

RMI 330 Health, Life, and Disability Insurance **or**

RMI 350 Managing Risk with Property and Liability Insurance (if not chosen as a required course above) ACC 110 Financial Accounting Information for Decision Making

ACC 418 Principles of Fraud Examination (ACC 110) BUS 201 Personal Finance

BUS 280 Legal Environment of Business BUS 340 Managing Organizational Behavior

BUS 347 Triple Bottom Line Business (BUS 260 and 280, or permission)

CMS 255 Business and Professional Communication CRM 216 White-collar Crime (CRM 100 or permission) ITC 100 Introduction to

Construction Management

ITP 210 Technical Writing (ENG 100 or permission) ITP 310 Facility Planning

ITP 350 Teambuilding and Facilitation ITP 381 Human Resource Development ITS 300 Ergonomics/Time Study

ITS 320 Occupational Safety and Health

ITT 241 Information and Communication Technologies LOS 300* Organizational Theory

LOS 301* Group Dynamics LOS 350* Leadership

POS 360 Terrorism and the American Public PSY 340 Behavior Modification (PSY 101)

SBS 362/LOS 599/HON 299 Introduction to Regulatory Compliance: Applying to Scissors to Red Tape SWO 374 Sexual Harassment in Education and Work (permission)

SWO 375 Gender and Aging (permission)

TAH 221 Tourism and Hospitality Management

TAH 321 Lodging Operations and Systems (TAT 101 or TAH 221)

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* Completing LCC 370 Toward a Global Ethics in addition to LOS 300, 301, and 350 (all offered online) may allow the student to also earn the Certificate in Leadership Studies.

Enrollment in specific courses is based on eligibility criteria and availability of space in the courses. Enrollment in some highly demanded courses may be restricted or prohibited in any given semester. Admission into the certificate program does not guarantee admission into any other USM program or enrollment in any specific course.

Students must complete the required 15 credit hours within four years after the application date and must earn a minimum 2.33 cumulative GPA to obtain the certificate. Students may be able to apply earned certificate course credit towards an undergraduate business degree at USM provided they earn a minimum 2.33 GPA in the certificate program courses.

Related courses previously taken in associate or baccalaureate degree programs at regionally accredited colleges and universities in which a minimum grade of C+ was earned may be applied towards the non-RMI elective courses of the proposed certificate program. Transfer credit will not be permitted for the RMI core courses. Non-matriculated students enrolled in this certificate program are not eligible for financial aid.

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 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 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 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 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 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 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 nine 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 nine 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. 3. Non 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 nine 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 nine 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 04104-9300
- Center for Educational Policy, Applied Research, and Evaluation, 140 School Street, Gorham, ME 04038
- Office of Educator Preparation, 8 Bailey Hall, Gorham, ME, 04038
- English for Speakers of Other Languages, Portland, ME, 04104
- Professional Development Center, 8 Bailey Hall, Gorham, ME 04038
- 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 composed 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 ESL, Special Education, and Teacher Education. Through each of 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).

Assessment Benchmarks

Undergraduate students in initial teacher certification pathways must submit a formal Declaration Application in Tk20 during the first year at USM and/or before completing 45 credits. In order to start an internship, initial teacher certification students are required to complete the Candidacy Review Process. Final recommendation for certification will only be conferred upon successful completion of all program elements and State of Maine requirements.

Teacher Education Programs

We have a rich history of preparing teachers since the founding of Gorham Normal School in 1878. Currently, we have undergraduate pathways for, elementary and middle, and high school teaching. Our teacher education program is distinct: students learn to teach in real world settings through field experiences beginning in their first year and receive superior content preparation, earning a degree in a liberal arts or science field.

Students in the teacher education program:

1. Select a teacher certification area in elementary (K-8), secondary (7-12 English, 7-12 Mathematics, 7-12 Social Studies, 7-12 Physical Science, or 7-12 Life Science), or K-12 (world language, art or music).
2. Pursue Core Requirements and Participate in Field Experiences
3. Select a major (elementary or a secondary content area)
4. Complete an Internship Experience

The teacher education program culminates in a year-long internship experience during which students complete their professional teacher preparation courses and student teaching in urban or suburban early childhood, elementary, middle or high schools located in southern Maine partner school districts. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

The following majors have elementary teacher education pathways:

- Elementary Education
- **Self Designed Major in STEM (science and math)**

The following majors have secondary teacher education pathways:

- **Biology**
- **Chemistry**
- **English**
- **Environmental Science**
- **Geography - Anthropology**
- **History**
- **Linguistics**
- **Mathematics**
- **Natural and Applied Sciences**
- **Physics**

In addition to the teacher education program the School of Education and Human Development offers degrees and certificate programs in the following areas of study.

Undergraduate

- Certificate in Athletic Coaching
- Minor in Athletic Coaching
- Minor in Educational Studies

Graduate Programs

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
    - 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, Language, and Culture

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

Teaching and Learning

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

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

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 intending to take six or more credits per semester during the following year. Applications for graduate scholarships are available each January from the SEHD, 8 Bailey Hall, and are due December 1. Applications can also be found on the USM Scholarship website.

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.

Minor in Athletic Coaching

Description

This minor is designed to prepare students for certain coaching responsibilities in schools and recreational programs. The curriculum includes an introduction to the organization and administration of athletics as well as practical work in assisting coaches in selected sports. Attention is also given to the prevention and care of the most common injuries occurring in athletic programs. The minor helps to prepare students to begin a career in coaching with a solid base of philosophy, sports specific knowledge, and practical experiences. Students have the opportunity to learn first-hand from seasoned coaches and then move on to apply their knowledge through field experiences and internships with local programs. Students may take courses as electives or as part of the certificate program. For more information about this minor, please contact the Athletic Department.

Program Requirements

Upon completion of the 18 credit minor a certificate will be presented to students. In addition, a notation will be made on the student's transcript indicating proficiency in the area of athletic coaching as determined by the minor.

Required Courses (12 credits)

PHE 203 Athletic Training
PHE 302 Coaching Philosophy and Fundamentals
PHE 314 Organization and Administration of Athletics
PHE 391 Field Experience

Elective Courses (6 credits)

(3 credits or more from the electives below)

CON 216 Emergency Response OR
REC 218 Wilderness Emergency Response
PHE 303 Coaching and Officiating Basketball
PHE 309 Coaching and Officiating Track and Field
PHE 311 Coaching and Officiating Soccer
PHE 312 Coaching and Officiating Football
PHE 315 Coaching and Officiating Field Hockey
PHE 315 Coaching and Officiating Volleyball
PHE 335 Coaching and Officiating Baseball
PHE 336 Coaching and Officiating Softball

Additional Elective Courses

BUS 312 Sport Law
PHE 106 NCAA Life Choices
PHE 198 Physiology of Health Fitness
REC 224 Inclusive Leisure Services
SPM 230 Psychology of Physical Activity and Sport

Certificate in Athletic Coaching

Description

This program is designed to prepare students for certain coaching responsibilities in schools and recreational programs. The curriculum includes an introduction to the organization and administration of athletics as well as practical work in assisting coaches in selected sports. Attention is also given to the prevention and care of the most common injuries occurring in athletic programs. Students may take courses as electives or as part of the certificate program.

Program Requirements

A certificate will be presented to students completing the minimum 18-hour program. In addition, the proper notation will be made on the student's official transcript indicating proficiency in the area of athletic coaching as determined by the certificate program. For more information about this program please contact the Athletics department at (207) 780-5430 or usmathletics@maine.edu

Course of Study in Athletic Coaching (18-credit program)

Required (12 credits)

PHE 203 Athletic Training for Coaches
PHE 302 Coaching Philosophy and Fundamentals
PHE 314 Organization and Administration of Athletics
PHE 391 Field Experience

Electives (6 credits)

PHE 106 NCAA Life Choices
PHE 198 Physiology of Health Fitness
PHE 303 Coaching and Officiating Basketball
PHE 309 Coaching and Officiating Track and Field
PHE 311 Coaching and Officiating Soccer
PHE 312 Coaching and Officiating Football
PHE 315 Coaching and Officiating Field Hockey
PHE 316 Coaching and Officiating Volleyball
PHE 335 Coaching and Officiating Baseball
PHE 336 Coaching and Officiating Softball

Athletic Coaching Course List

Athletic Coaching Course List

The following are courses typically found in the Athletic Coaching 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

PHE 106 NCAA Life Choices
This course is designed for student athletes in their first or second year at USM. The goal of the course is to enable students to develop their academic potential and to realize their personal and athletic goals during their college experience. Through large and small group work, topical readings, and community service projects, students will clarify goals, values, healthy lifestyles, leadership, and study skills. Prerequisite: open to first- and second-year students only. Cr 3.

PHE 198 Physiology of Health Fitness
The purpose of this course is to provide the student with a scientific background in exercise physiology and health concepts in order to develop and maintain a lifetime program of high-level physical fitness and quality health. Cr 3.

PHE 203 Athletic Training
This introductory course in sports medicine/athletic training will provide the student with information about prevention and management of sports-related injuries. The course is geared toward individuals involved in or pursuing allied health professions as well as coaching or teaching fields. Pertinent anatomy and common injuries will be discussed. This course will also include topics prescribed by the American Red Cross including respiratory emergencies, artificial respiration, wounds, poisoning, water accidents, drugs, burns, sport safety issues, and CPR. Successful completion will result in First Aid & CPR/AED certification. 3 cr.

PHE 302 Coaching Philosophy and Fundamentals
This course covers various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching are also investigated. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Cr 3.

PHE 303 Coaching and Officiating Basketball
Coaching philosophy, coaching style, choosing a team, individual fundamentals, team play development, and the ability to organize and maintain a quality program will be stressed. The course will also cover rules of basketball and techniques of officiating. Cr 3.

PHE 309 Coaching and Officiating Track and Field
Part of the University of Southern Maine's coaching certification program, this course is designed to prepare students for track and field, and cross country coaching at the high school and/or middle school levels. Particular aspects of the sport will not be discussed in detail. Rather, the course is intended as an overview of coaching philosophies, sports science, and the training required for each event. Students will have an opportunity to explore areas of interest in depth. Cr 3.

PHE 311 Coaching and Officiating Soccer
The course will cover individual techniques and team tactics, drills to implement these techniques and tactics, practice and season organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of soccer and techniques of officiating. Cr 3.

PHE 312 Coaching and Officiating Football
Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationship, team selections, planning of practice sessions and game situations will be areas of concentration. The course will also cover rules of football and techniques of officiating. Cr 3.

PHE 314 Organization and Administration of Athletics
This course covers the principles and practices of athletic administration as related to middle schools, junior, and senior high schools. Cr 3.

PHE 315 Coaching and Officiating Field Hockey
Emphasis on the methods of teaching and coaching field hockey. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of field hockey and techniques of officiating. Cr 3.

PHE 316 Coaching and Officiating Volleyball
Emphasis on the methods of teaching and coaching volleyball. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. The course will also cover rules of volleyball and techniques of officiating. Cr 3.

PHE 335 Coaching and Officiating Baseball
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. 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. 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.

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.

Undergraduate Teacher Education Overview

Faculty are dedicated to ensuring that USM's teacher candidates have the knowledge, skills and dispositions to teach in the increasingly diverse and demanding schools of today. We are committed to providing our teacher candidates, whether undergraduate or graduate, simultaneous classroom or community experiences and course work that help them connect the theories and research of education with the everyday work with students in K-12 schools.

Through our academic requirements, we ensure that our teaching candidates have a solid knowledge base in the subjects they plan to 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

BS in Elementary Education

Description

The BS in Elementary Education is designed to prepare elementary and middle school teachers, grades K-8 who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Elementary education majors take a series of education courses that fulfill their University Core Curriculum requirements as well as the requirements for Maine teacher certification. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community organizations where they can make connections between theory and practice. In addition, elementary education majors select a disciplinary concentration area in order to develop more robust content knowledge in a specific subject area.

Program Requirements

Academic Requirements

The minimum academic requirements to be a student in good standing in the Elementary Teacher Education Pathway are as follows:

- A grade of B- or better in all professional education coursework.
- A grade of C or better in disciplinary concentration courses and courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

The pre-candidacy phase of the major is the first two years of the program prior to advanced coursework and the student-teaching internship. Required pre-candidacy coursework is as follows:

- EDU 100: Exploring Teaching as a Profession*
- EDU 222: Foundations of Language and Literacy Development* (3 cr.)
- EDU 305: Foundations of Cultural andLinguistic Diversity* (3 cr.)
- EDU 310: What is the Purpose of Schooling in a Democracy* (3 cr.)
- HRD 200: Multicultural Human Development (3 cr.)
- SED 335: Students with Exceptionalities in General Education* (3 cr.)

Each of the courses with a * includes required service learning or practicum hours in a school or community setting to give pre-candidates hands-on experience with K-12 students and create connections between theory and practice. These formal placements are linked to each course and are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see: https://usm.maine.edu/educator-preparation/fingerprinting-process

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: **https://usm.maine.edu/registration-services/academic-policies-undergraduate**

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: **http://www.maine.gov/doe/cert/fingerprinting.**

Pre-candidates must complete the Candidacy application in TK20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Coursework taken during Professional Internship includes:

Recommended (Track A only)

- EDU 300: Educational Media and Technology (3 cr.)
- EDU 336: Children's Literature (3 cr.)

Required

- EDU 230: Teaching Through the Arts (3 cr.)
- EDU 405: Teaching Mathematics K-8 (3 cr.)
- EDU 442: Seminar in Teaching (3 cr.)
- EDU 445: Internship in General Education (6 cr.)
- EDU 451: Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds (3 cr.)
- EDU 452: Teaching Elementary Science to All Students Including Those of Diverse Abilities and Backgrounds (3 cr.)
- EDU 465: Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds (3 cr.)
- EDU 466: Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds (3 cr.)
- SED 420: Multi-Tiered Systems of Educational Support (3 cr.)
- EDU 546: Planning & Assessment I (3 cr.)
- EDU 547: Planning & Assessment II (3 cr.)

Track A: Disciplinary Concentration Areas

Elementary education majors completing Track A choose a disciplinary concentration area from among the following options:

- English
- Geography-Anthropology
- History
- Liberal Studies Humanities
- Mathematics
- Science

English:

- ENG 220: World Masterpieces I, or equivalent class (3 cr.)
- ENG 245: Introduction to Literary Studies (3 cr.)
- ENG 300: Fiction Writing, ENG 301: Poetry Writing, or ENG 304 Advanced Memoir (3 cr.)
- ENG 205: Sentence Style, or English 305: Rhetoric, Syntax, and Style (3 cr.)
- Two ENG 300-level class in the historical category, at least one pre-1800 (3 cr.)
- Two ENG 300-level classes from any category (3 cr.)

Pre-requisites in Core

- English 100: College Writing (3 cr.)
- English 140: Reading Literature (Cultural Interpretation) (3 cr.)
- English 201: Introduction to Creative Writing (Creative Expression) (3 cr.)

* ENG 201 is the prerequisite for ENG 300, ENG 301, and ENG 304

Geography-Anthropology:

Students who opt to concentrate in Geography-Anthropology must choose from one of the following three content areas. Note: regardless of area, all students who concentrate in Geography-Anthropology must take MAT 120: Introduction to Statistics as their Quantitative Reasoning Core Requirement.

Cultural & Natural Heritage Management:

- GEO/ANT 105: Society, Environment, and Change (3 cr.)
- ANT 103: Introduction to Archaeology (3 cr.) OR ANT 104: Archaeological Science (4 cr.)
- GEO 102: Physical Geography (4 cr.)
- One GEO/ANT Methods Course (3-4 cr.)
- At least 12 credits in GEO/ANT Topical Electives (at least 6 credits in GEO, 6 credits in ANT, and 6 total credits at or above the 300 level)

Applied GIS and Geospatial Analysis:

- GEO/ANT 105: Society, Environment, and Change (3 cr.)
- GEO 107: Maps and Math (3 cr.) or, GEO 270: Mapping Environments and People: Data Visualization and Analysis (3 cr.)
- GEO 370: Maps, Territory, Power (3 cr.)
- Two GEO Methods Courses (7-8 cr.)
- At least 12 credits in Topical Electives, with at least 6 credits at or above the 300 level

Sustainable Cultures & Communities:

- GEO/ANT 105: Society, Environment, and Change (3 cr.)
- ANT 101: Anthropology: The Cultural View (3 cr.)
- GEO 101: Human Geography (3 cr.)
- One GEO/ANT Methods Course (3-4 cr.)
- At least 12 credits in GEO/ANT Topical Electives (at least 6 credits in GEO, 6 credits in ANT, and 6 total credits at or above the 300 level)

History:

- HTY 101: Origins of Mediterranean Civilizations to 750 CE (3 cr.)
- HTY 102: Western Civilization II (3 cr.)
- One U.S. History surveys (3 cr.)
- One U.S. Native American History survey (3 cr.)
- One Non-U.S. History survey (3 cr.)
- Three 300-level History courses (9 cr.)

Liberal Studies Humanities:

- HTY 101: Origins of Mediterranean Civilizations to 750 CE (3 cr.)
- HTY 102: Western Civilization II (3 cr.)
- LSH 240: Introducing the Humanities (3 cr.)
- LSH 340: Topics in the Humanities (3 cr.)
- LSH 440: Capstone Experience in the Humanities (3 cr.)
- Two additional courses at 200-level or above in Philosophy, English, or History
- One course at 300-level of above in Philosophy, English, or History
- Prerequisites for 200-level or above Philosophy courses must have EYE or 100-level Philosophy.

Mathematics:

- MAT 131: Number Systems for Elementary Teachers (3 cr.)
- MAT 132: Quantitative Reasoning for Elementary Teachers (4 cr.)
- MAT 231: Algebra for Elementary Teachers (3 cr.)
- MAT 232: Geometry for Elementary Teachers (3 cr.)
- MAT 242: Applied Problem Solving (3 cr.)
- Any two of the following courses:
    - MAT 108: College Algebra (4 cr.)
    - MAT 120: Introduction to Statistics (4 cr.)
    - MAT 152: Calculus A (4 cr.)

Science:

- ESP 101, 102: Fundamentals of Environmental Science and Laboratory (4 cr)
- AST 100, 103: Astronomy and Laboratory (4 cr)
- CHY 113, 114: Principles of Chemistry I and Laboratory (4.5 cr)
- PHY 111, 114: Elements of Physics I and Laboratory (5 cr)
- BIO 105, 106: Biological Principles I: Cellular Biology and Laboratory (4.5 cr), or ESP 125, ESP 126 Introduction to Environmental Ecology and Laboratory (4 cr.)
- One of the following upper-level science courses:
    - ESP 207 Atmosphere: Science, Climate, and Change (3 cr.)
    - ESP 260 Soil and Water Conservation Engineering (3 cr.)
    - ESP 275 Energy Use and Societal Adaptation (3 cr.)
    - ESP 280 Research and Analytical Methods (4 cr.)
    - ESP 303 Wetlands Ecology (3 cr.)
    - ESP 412 Field Ecosystem Ecology (4 cr.)
    - ESP 413 Forest Ecology (4 cr.)

Track B: Double Majors

It is possible for Elementary Education majors to double major with one of the following disciplines. Please see each major's section of this catalogue for their requirements.

- BA in English

- BA in History
- BA Liberal Studies Humanities

NOTE: Double majoring accounts for 120 credit hours, so the decision to double major should be made at the outset of the program.

Content Requirements

Students interested in completing the Elementary Education Major must complete 6 credits each in English, mathematics, science and social studies. The following mathematics courses are required:

- MAT 131 Number Systems for Elementary Teachers
- MAT 231 Algebra for Elementary Teachers
- MAT 232 Geometry for Elementary Teachers

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).

Recommendation for Certification

Graduates who successfully complete all the Elementary Education major requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements of the Elementary Teacher Education major or choose not to pursue teacher certification may withdraw from the major and transition into the major affiliated with their disciplinary concentration area (note: Mathematics or Science concentrations will transition to the Self-Designed STEM major).

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

Elementary Teacher Education Pathway

Note: The Elementary Teacher Education Pathway is for students who were already enrolled at USM prior to existence of the BS in Elementary Education degree. The Elementary Teacher Education Pathway is designed to prepare elementary and middle school teachers, grades K-8, who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Elementary education students major in a discipline and take a series of teacher education courses that fulfill their University Core Curriculum requirements as well as the requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community organizations where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form with the registrar's office. The form is located in the forms section of the Office of Registration Services: **https://usm.maine.edu/registration-services/1forms**

Academic Requirements

The minimum academic requirements to be a student in good standing in the Elementary Teacher Education Pathway are as follows:

- A grade of B- or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Elementary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- SED 300: Ethics and Youth with Exceptionalities (3 cr.)
- EDU 310: Purpose of Schooling in a Democracy* (3 cr)
- EYE 108: Culture, Identity and Education (3 cr)

Required

- EDU 100: Exploring Teaching as a Profession* (3 cr)
- EDU 222: Foundations of Language and Literacy Development* (3 cr)
- EDU 305: Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200: Multicultural Human Development (3 cr)
- SED 335: Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a school or community setting to give pre-candidates hands-on experience with K-12 students and create connections between theory and practice. These formal placements are linked to each course and are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see: https://usm.maine.edu/educator-preparation/fingerprinting-process

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: **https://usm.maine.edu/registration-services/academic-policies-undergraduate**

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: **http://www.maine.gov/doe/cert/fingerprinting.**

Pre-candidates must complete the Candidacy application in TK20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides elementary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school, and the second semester internship is a full-time, five days per week experience in a partner school. Students take the internship courses concurrently. Required courses are as follows:

- EDU 405: Teaching Mathematics K-8 (3 cr)
- EDU 442: Seminar in Teaching, Learning, and Assessment
- EDU 445: Internship in General Education (9 cr total--3 credits first semester and 6 credits second semester)
- EDU 451: Elementary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds (3 cr)
- EDU 452: Teaching Elementary Science to All Students Including Those of Diverse Abilities and Backgrounds (3 cr)
- EDU 465 Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds
- EDU 466: Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds
- SED 420: Multi-Tiered Systems of Educational Support (3 cr)

Majors

The following majors have Elementary Teacher Education Pathways options:

- **English**
- **Geography - Anthropology**
- **History**
- **Liberal Studies Humanities**
- **Natural and Applied Sciences**
- **Self Designed Major in STEM (science and math)**

Please see the major section of your catalog year for requirements.

Content Requirements

Students interested in completing the Elementary Teacher Education Pathway must complete 6 credits each in English, mathematics, science and social studies. The following mathematics courses are required:

- MAT 131
- MAT 231
- MAT 232

It is recommended that those interested in specifically teaching at the middle school level (grades 6-8) complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy, technology, and collaborating with families.

TK20

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Recommendation for Certification

Graduates who successfully complete all the Elementary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements of the Elementary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

Elementary Teacher Education

Elementary Teacher Education

The Elementary Teacher Education Pathway is designed to prepare elementary and middle school teachers, grades K-8, who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. Elementary education students major in a discipline and take a series of teacher education courses that fulfill their University Core Curriculum requirements as well as the requirements for teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community organizations where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form with the registrar's office. The form is located in the forms section of the Office of Registration Services: https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Elementary Teacher Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Elementary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- ADS 300: Ethics and Youth with Exceptionalities (3 cr.)
- EDU 310: Purpose of Schooling in a Democracy* (3 cr)
- EYE 108: Culture, Identity and Education (3 cr)

Required

- EDU 100: Exploring Teaching* (3 cr)
- EDU 222: Foundations of Language and Literacy Development* (3 cr)

- EDU 305: Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200: Multicultural Human Development (3 cr)
- SED 335: Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a school or community setting to give pre-candidates hands-on experience with K-12 students and create connections between theory and practice. These formal placements are linked to each course and are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own.

Candidacy

Candidacy takes place in the spring semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

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Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides elementary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school, and the second semester internship is a full-time, five days per week experience in a partner school. Students take the internship courses concurrently. Required courses are as follows:

- EDU 405: Teaching Mathematics K-8 (3 cr)
- EDU 442: Seminar in Teaching, Learning, and Assessment
- EDU 445: Student Teaching (9 cr total--3 credits first semester and 6 credits second semester)
- EDU 451: Teaching Social Studies K-8 (3 cr)
- EDU 452: Teaching Science K-8 (3 cr)
- EDU 465 Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds
- EDU 466: Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds
- SED 420: Multi-Tiered Systems of Educational Support (3 cr)

Majors

The following majors have Elementary Teacher Education Pathways options:

- **English**
- Geography - Anthropology
- **History**
- **Liberal Studies Humanities**
- **Natural and Applied Sciences**
- **Self Designed Major in STEM (science and math)**

Please see each major's section of this catalog for their requirements.

Content Requirements

Students interested in completing the Elementary Teacher Education Pathway must complete 6 credits each in English, mathematics, science and social studies. The following mathematics courses are required:

- MAT 131
- MAT 231 or MAT 232

It is recommended that those interested in specifically teaching at the middle school level (grades 6-8) complete coursework in a second content

area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy, technology, and collaborating with families.

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Recommendation for Certification

Graduates who successfully complete all the Elementary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements of the Elementary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

Secondary Teacher Education

Secondary Teacher Education

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill the requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services. https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B- or better in all professional education coursework;
- A grade of C or better in content courses required for the area of teacher certification;
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the

first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- EDU 310 Purpose of Schooling in a Democracy* (3 cr)
- EYE 108 Culture, Identity and Education (3 cr)
- SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

- EDU 100 Exploring Teaching as a Profession* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see: https://usm.maine.edu/educator-preparation/fingerprinting-process

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

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Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Internship in General Education (9 cr total--3 credits first semester and 6 credits second semester)
- SED 420 Multi-Tiered Systems of Educational Support (3 cr)
- Content Area Methods Course-one of the following (3 cr)
    - EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
    - EDU 402 Secondary English Methods
    - EDU 403 Foreign Language Methods
    - EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
    - MME 434 Secondary Mathematics Methods

Majors

The following majors have Secondary Teacher Education Pathway options:

- Biology
- Chemistry
- English
- Environmental Science
- Geography - Anthropology
- History
- Linguistics
- Mathematics
- Natural and Applied Sciences
- Physics

Please see each major's section of this catalog for their requirements.

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

TK20

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Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

Minor in Educational Studies

Description

The Educational Studies Minor provides students who are interested in education, experience and knowledge of the philosophical, psychological and practical facets of this field of study. The minor is a total of 18 credits, nine of which must be chosen from the following list. The Educational Studies Minor courses meet many of the Core Curriculum requirements, including the Thematic Cluster. *Important: The Minor in Educational Studies does NOT lead to teacher certification.*

Program Requirements

Required Courses

- EDU 222* Foundations of Language and Literacy

- HRD 200* Multi-Cultural Human Development (meets Socio-Cultural Analysis requirement)
- SED 335* Students with Exceptionalities in General Education

Choose 3 of the following:

- SED 300* Ethics and Youth with Exceptionalities (EISRC course)
- EDU 100* Exploring Teaching as a Profession
- EDU/AED 230 Teaching Through the Arts
- EDU 300 Educational Media and Technology
- EDU 310* What is the Purpose of Education in a Democracy? (meets EISRC and International requirement)
- EDU 305* Foundations of Cultural and Linguistic Diversity (meets Diversity requirement)
- EDU 336 Children's Literature
- EYE 108 Culture, Identity, and Education

* These courses include a field experience component. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see: https://usm.maine.edu/educator-preparation/fingerprinting-process

Teacher Education Course List

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

EDU 222 Foundations of Language and Literacy Development
This course is designed to examine theories and processes related to language and literacy development, and the implications of these theories and processes for curriculum and instruction, grades preK-12. The course includes a 24-hour school-based field experience. Prerequisite: HRD 200 and matriculated in a teacher education pathway, or department permission. Cr 3.

EDU 230 Teaching Through the Arts
This course focuses on integrating art-based teaching and learning across the p-12 curriculum. It will give insight to comprehending a visual language in both students and teachers, by using developmentally appropriate art practices, which foster creative connections and studio habits of mind. This course requires arts-based field experiences to be arranged during the semester. Prerequisite: EYE course. Cr 3

EDU 300 Educational Media and Technology
An examination of educational media and technology with special emphasis on school-based developments and applications. Cr 3.

EDU 305 Foundations of Cultural and Linguistic Diversity

This course supports students in exploring and critically analyzing topics, themes, and issues related to cultural and linguistic diversity and helps them build a strong theoretical and practical foundation for becoming successful multicultural educators. 12 hours of fieldwork will be required. Prerequisite: HRD 200: Multicultural Human Development. Cr 3.

EDU 310 What is the Purpose of Schooling in a Democracy?
This course explores the role of public schooling in the United States and world with respect to ethical dimensions of equity and justice. Using a framework of education rights for a democracy, students analyze ethical dilemmas found in texts, videos, and personal stories, engage in multicultural field experiences, and present grounded perspectives in response to the question in the course title. A 12-hour field placement is required for this course. 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
This course is a survey of children's literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years. Cr 3.

EDU 401 Secondary 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 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**.** Prerequisite: Preservice teachers matriculated in a USM teacher education pathway and in a classroom placement concurrent with this course. Cr 3.

EDU 402 Secondary English Methods
This course focuses on ways to organize and teach English Language Arts classes at the middle and high school levels based upon current research in literacy and national and state standards in English Language Arts. Students will examine various strategies involved in designing and managing a student-centered English Language Arts class. They will explore and apply different theories for teaching English and create classroom activities to develop and expand upon students' capacities to read, write and speak effectively. Students will learn to see the necessary and important connections between reading and writing. Prerequisites: Open to matriculated interns in the Undergraduate Teacher Education program and interns in the ETEP program or by program permission.

EDU 404: 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 324. Cr 3.

EDU 445 Internship in General Education
EDU 445 is a two semester supervised internship experience in applying knowledge and skills to the practice of teaching. An intern is assigned to a mentor teacher in an elementary, middle, or high school classroom, ideally in a partner district. The internship is completed in conjunction with teaching methods courses and includes a site-based seminar that meets throughout the year. Pre-requisite: Open to students matriculated in undergraduate teacher education pathways pursuing teacher certification; must show proof of fingerprinting/CHRC . Cr. 1-3 for a total of 9 credits; course may be repeated.

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. Prerequisite: 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 emphasis is on content, process, and methodology. Students will learn how to promote diverse children's proficiency in state standards by implementing multiple strategies to support scientific understanding of systems in the natural and designed world. Open to matriculated undergraduate students in a USM teacher education pathway and concurrently placed in a student-teaching internship Cr 3

EDU 465 Teaching Reading for All Students in Grades K-8, Including Those with Diverse Abilities and Backgrounds
Course Description: In this course, students will learn to use evidence-based instruction to teach reading in grades K-8. Students will examine theories and current research on reading development and process in order to effectively instruct and assess all readers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple strategies to support reading development and promote children's proficiency in state standards. Additionally, digital literacies, reading across the curriculum, and ways to engage and motivate readers will be emphasized. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

EDU 466 Teaching Writing for All Students Including Those with Diverse Abilities and Backgrounds.
In this course, students will learn to use evidence-based instruction to teach writing for all students. Students will examine theories and current research on writing development and process in order to effectively instruct and assess all writers, including students with special needs and from culturally and linguistically diverse backgrounds. Students will learn how to implement multiple writing strategies across various genres to support writing development and promote children's proficiency in state standards. Additionally, students will explore the use of technology and participate in writing sessions to develop as writers and teachers of writing. Prerequisite: Admission to candidacy (must be concurrently enrolled in a student teaching internship), or LLC Department approval. Cr 3.

HRD 200 Human Growth & Development
This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: at least 30 credits. 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 be in teacher education program, or by program permission. Cr 3.

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. 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 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 (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).

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, 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.

Geography-Anthropology Overview

Professors: Savage (Chair), Bampton, Edney, Pavri, Swanson; Associate Professor: Hamilton; Lecturers: Dobres, Lockridge; IDAC Diversity Fellow: Dr. Adrienne Benally; Affiliated Faculty: Kim; Professors Emeriti: Crader, Davis, Hodges, Tizon; Director of USM-GIS: Valentine; Administrative Specialist: Witham.

The department fuses Geography's and Anthropology's common interests in both applied field work and in the relationship between human populations and their environments, both natural and built. The combined program explores global issues through community engagement. Students learn the methodologies and "ways of knowing" of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

Our long history of and strong commitment to environmental and social knowledge, applied learning, and experiential education positions our students well for internships, graduate programs, and the workforce. Undergraduates are involved in our community-engaged teaching and research activities.

As a department, we share the following broad academic values and goals for our students:

- an appreciation of cultural or ethnic diversity and a knowledge of global geography;
- an understanding of the relationship between people and the environment, today and in the past, and the dialectical relationship between society and nature;
- an understanding of human evolution as both a biological and cultural process;
- a knowledge and appreciation of the connections between Maine, New England and the world;
- a responsiveness to local and regional concerns including heritage, present issues and future prospects for the region;
- an ability to use research methods to solve complex questions;
- a knowledge of the theory and practice of qualitative research techniques;
- cartographic knowledge and skills and geospatial technologies;
- an ability to formulate good research questions and to think critically; and
- an ability to apply the skills of our training to real-world problem solving.

The Geography-Anthropology program offers the following: Bachelor of Arts in Geography-Anthropology with tracks in (a) Sustainable Cultures & Communities, (b) Cultural & Natural Heritage Management, and (c) Applied Geographic Information Systems (GIS) & Geospatial Analysis; Bachelor of Arts in Geography-Anthropology, elementary education (K-8); Bachelor of Arts in Geography-Anthropology, secondary education, social studies, (7-12); minor in anthropology; minor in archaeology; minor in geography; minor in planning and GIS, minor in Social Justice; Certificate in Applied Geographic Information Systems (GIS); and Certificate of Graduate Study in Applied Geographic Information Systems (GIS).

Our interdisciplinary degree allows specialization in any one of three tracks:

1. Sustainable Cultures & Communities
2. Cultural & Natural Heritage Management
3. Applied Geographic Information Systems (GIS) & Geospatial Analysis

Along with the graduate Master's in Policy, Planning and Management program, the Geography-Anthropology program offers an accelerated admission, undergraduate-graduate program resulting in a Bachelor of Arts in Geography-Anthropology and a Masters in Policy, Planning and Management in an accelerated time-frame.

Along with the University of Maine Law School, the Geography-Anthropology program offers an accelerated admission, undergraduate-graduate program resulting in a Bachelor of Arts in Geography-Anthropology and Juris Doctorate in an accelerated time-frame.

Minors offered by the Geography-Anthropology program are intended for those students with a major other than Geography-Anthropology who wish to broaden their educational experience in a formally designated program of study. Each course of study emphasizes common interests in the relationship between human populations and their natural and built environments. Faculty, serving as both experts in the classroom and the community, engage in cutting-edge research and analysis that directly influences our broader understanding of past and current human interactions with the environment. No more than one course from the Geography-Anthropology major may be applied to a minor.

The Geography-Anthropology program resides within the Edmund S. Muskie School of Public Service. The Muskie School of Public Service is an education, research, and public service school dedicated to educating leaders, informing policy and practice, and strengthening civic life. The

School combines the expertise of nationally recognized research programs with undergraduate programs in Geography-Anthropology and tourism and hospitality and graduate programs in policy, planning and management, public health, with a doctoral program in public policy.

Specialized laboratories provide high-tech, hands-on learning environments. The labs serve not only as research facilities, but also as teaching facilities, allowing for student-faculty research collaborations. Opportunities are available for independent student research projects, and work-study positions in most of our laboratories.

Our facilities include:

Archaeology Laboratory

The Archaeology Laboratory located in 317 Bailey Hall provides facilities for research in archaeology and related areas. Various research collections are available, primarily from Maine, Alaska, and the Caribbean. The Archaeology Laboratory also houses collections of materials excavated by USM and a small library including books, journals, slides, and maps.

Environmental Archaeology Laboratory

The Environmental Archaeology Laboratory located in 318 Bailey Hall provides resources for research and teaching in archaeology and related areas. Current collections include a comparative faunal collection specializing in fish, birds, and shellfish of the Gulf of Maine and the Caribbean. The laboratory also houses comparative and excavated plant remains and a small library including books, journals, slides, and maps.

Biological-Zooarchaeology Laboratory

The Biological-Zooarchaeology Laboratory located in 316 Bailey Hall provides facilities for research and teaching in biological anthropology, zooarchaeology, human osteology, and human evolution. Current collections include casts of nonhuman primates and fossil hominids, and a comparative faunal collection specializing in mammals, birds, and fish reptiles of the Northeast.

Qualitative Research Laboratory

The Qualitative Research Laboratory is housed in 315 Bailey Hall and is dedicated to qualitative analysis, training, and instruction, including the use of digital media.

Map Collections

A regional map collection is housed in 318 Bailey Hall. Holdings include Maine maps, topographic maps, and various world regional maps.

Our students have access to the extensive and remarkable map collections of the Osher Map Library and Smith Center for Cartographic Education (Portland campus) and can study maps and mapping through dedicated courses taught by program faculty, internships and independent studies.

GIS Laboratories

The USM Geographic Information Systems (GIS) Laboratories, located in 302 and 304 Bailey Hall (Gorham) and 128 Wishcamper (Portland), provide dedicated for access to USM GIS resources and activities. The GIS Laboratories include a variety of data resources, geographic information system, remote sensing, and global positioning systems software, high resolution and large format scanners, high precision survey gear, and large format color printing.

BA in Geography-Anthropology - Social Studies, Secondary Teacher Education

Description

The Geography-Anthropology program offers a teacher certification track for prospective social studies teachers at the secondary education level. The Secondary Teacher Education Program is designed to prepare early middle and high school teachers, grades 7-12 teachers who are knowledgeable of the social studies content they will teach and who have the skills to apply that knowledge to teaching. Secondary education students major in Geography-Anthropology (choosing one of three specializations), take a series of teacher education courses that satisfy their University Core Curriculum requirements, and fulfill the requirements for teacher certification in social studies. These courses introduce students to aspects of teaching and learning and give them hands-on experiences in community agencies and schools where they can connect what they are learning to the real world. At the time of degree completion, students will have met the degree requirements for a Geography-Anthropology major and for initial teacher certification.

The Bachelor of Arts in Geography-Anthropology emphasizes the integration of the two disciplines and the common interests in examining the relationship between human populations and their natural and built environments. The major is an interdisciplinary degree program. Students enrolled in the major may specialize in **one** of three tracks:

- Sustainable Cultures and Communities
- Cultural and Natural Heritage Management
- Applied Geographic Information Systems (GIS) and Geospatial Analysis

Upon graduation, students find employment in fields that involve archaeology work, cultural resource management, historic preservation, heritage and conservation management, museum, curation and archival work, education, environmental and land use management, community development work, non-profit advocacy, city and regional public service, tourism and recreation, and Geographic Information Systems (GIS) related careers in federal, state, local government, and private sector industries.

We focus on developing strong analytical, writing, oral and technical skills and prepare our students to enter the workforce or for future graduate work. Courses emphasize both conceptual and applied learning. Students engage in case studies, community-engaged and client-based projects, and intensive field and lab analysis.

Students have the opportunity to design, develop, research and communicate professional level projects with faculty mentors. As a result of data collection in the field or analysis in our specialized learning laboratories, students also have the opportunity to engage in scholarship through publications and conference presentations, and often receive assistantships and fellowships funded by such organizations as the National Science Foundation, NASA, and the Maine Space Grant Consortium.

The program of study beyond the basic requirements should be planned carefully, in close consultation with the student's program advisor, and should be approved by the latter. Such an arrangement allows for flexibility according to the student's interests while also providing close guidance and a control of educational quality by the Geography-Anthropology program.

Program Requirements

USM Core Curriculum (including pre-internship education courses):

- EYE 108, Culture, Identity and Education, or EDU 100, Exploring Teaching as a Profession
- College Writing - ENG 100 (3 cr.)
- Cultural Interpretation (3 cr.)
- Quantitative - MAT 120 (4 cr.)
- Creative Expression (3 cr.) (THE 102 or 170 recommended)
- Socio-Cultural Analysis - HRD 200 Multicultural Human Development (3 cr.)
- Science Exploration - GEO 102 (4 cr.)
- Ethics - EDU 310 Purpose of Schooling in a Democracy (3 cr.)
- Cluster - EDU 222 Foundations of Language and Literacy Development, EDU 305 Foundations of Cultural and Linguistic Diversity, and SED 335 Students with Exceptionalities in General Education (9 cr.)
- Diversity and International met with EDU 305 and EDU 310 respectively

Geography-Anthropology - Major Requirements:

All students with majors or specific discipline minors in the social sciences must achieve at least six credits with grades of B or better in the requirements of those majors or minors. No grades of D will be counted toward fulfillment of the major or minor requirements. Except for Independent Studies, no required course may be repeated more than one time.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the University's minimum readiness requirements and the Core curriculum requirements.

The minimum number of credits (exclusive of the University's Core curriculum & Professional Education Internship requirements) required for the major: 36-39.

Students may concentrate in any **one** of the following specializations:

- Sustainable Cultures and Communities
- Cultural and Natural Heritage Management
- Applied Geographic Information Systems (GIS) and Geospatial Analysis

For all specializations, students in the social studies, secondary education track complete the major requirements for a BA in Geography-Anthropology. One methods course for the major may be met with an EDU methods and one topical elective may be met with an EDU internship in secondary education. Similarly, the major capstone requirement may be met with an EDU capstone.

Additionally, all Geography-Anthropology majors are required to demonstrate writing competence by completing either two research papers or one research paper and one research product (e.g., poster, media project) in the major with grades of C or better, from two different professors, at least one semester prior to graduation. The maximum number of credit hours of internships, field experience, and/or independent studies that can be applied toward the major is 9 credits. All students must meet with their advisors before registering for courses each semester.

Electives:

In addition to in-depth knowledge of ANT and GEO gained through the major, students will complete coursework in HTY and other Social Studies disciplines to become highly qualified to teach. With prior approval, 2 POS/ECO electives at or above the 300-level may be used to fulfill topical elective requirements in the GYA degree. Required courses include:

- HTY 101 Western Civilization I
- HTY 102 Western Civilization II
- HTY 121 United States History to 1800
- HTY 122 United States History 1800 – 1900 Or
- HTY 123 United States History since 1900 and
- 2 POS/ECO electives.

Secondary Teacher Education (7-12) Requirements for Geography-Anthropology Majors

Secondary Teacher Education

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as

fulfill the requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services. https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B- or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification. An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- EDU 310 Purpose of Schooling in a Democracy* (3 cr) EYE 108 Culture, Identity and Education (3 cr)
- SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

- EDU 100 Exploring Teaching as a Profession* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr) HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see:
https://usm.maine.edu/educator-preparation/fingerprinting-process

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: **https://usm.maine.edu/registration-services/academic-policies-undergraduate**

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: **http://www.maine.gov/doe/cert/fingerprinting.**

Pre-candidates must complete the Candidacy application in TK20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Internship in General Education (9 cr total--3 credits first semester and 6 credits second semester) SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course-one of the following (3 cr):

- EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
- EDU 402 Secondary English Methods EDU 403 Foreign Language Methods
- EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
- MME 434 Secondary Mathematics Methods

Majors

The following majors have Secondary Teacher Education Pathway options:

- Biology
- Chemistry
- English
- Environmental Science Geography - Anthropology History
- Linguistics
- Mathematics
- Natural and Applied Sciences
- Physics

Please see each major's section of this catalog for their requirements.

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach.

It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

BA in Geography-Anthropology, Specialization in Applied Geographic Information Systems (GIS) and Geospatial Analysis

Description

The Bachelor of Arts in Geography-Anthropology fuses Geography's and Anthropology's common interests in both applied field work and in the relationship between human populations and their environments, both natural and built. The combined program explores global issues through community engagement. Students learn the methodologies and "ways of knowing" of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

Our long history of and strong commitment to environmental and social knowledge, applied learning, and experiential education positions our students well for internships, graduate programs, and the workforce. Undergraduates are involved in our community-engaged teaching and research activities. The major is an interdisciplinary degree program. Students enrolled in the major may specialize in **one** of three tracks:

- Sustainable Cultures and Communities
- Cultural and Natural Heritage Management
- Applied Geographic Information Systems (GIS) and Geospatial Analysis

Upon graduation, students find employment in fields that involve archaeology work, cultural resource management, historic preservation, heritage and conservation management, museum, curation and archival work, education, environmental and land use management, community development work, non-profit advocacy, city and regional public service, tourism and recreation, and Geographic Information Systems (GIS) related careers in federal, state, local government, and private sector industries.

We focus on developing strong analytical, writing, oral and technical skills and prepare our students to enter the workforce or for future graduate work. Courses emphasize both conceptual and applied learning. Students engage in case studies, community-engaged and client-based projects, and intensive field and lab analysis.

Students have the opportunity to design, develop, research and communicate professional level projects with faculty mentors. As a result of data collection in the field or analysis in our specialized learning laboratories, students also have the opportunity to engage in scholarship through publications and conference presentations, and often receive assistantships and fellowships funded by such organizations as the National Science

Foundation, NASA, and the Maine Space Grant Consortium.

The program of study beyond the basic requirements should be planned carefully, in close consultation with the student's program advisor, and should be approved by the latter. Such an arrangement allows for flexibility according to the student's interests while also providing close guidance and a control of educational quality by the Geography-Anthropology program.

Applied Geographic Information Systems (GIS) & Geospatial Analysis track is for those interested in developing theoretical and conceptual knowledge, and analytical and technical skills in GIS, remote sensing and geospatial analysis and engaged in workforce fields in federal, state and local government, and private sector industries including construction, engineering, energy, environmental & land use planning, utilities & transportation, real estate development and surveying.

Program Requirements

All students with majors or specific discipline minors in the social sciences must achieve at least six credits with grades of B or better in the requirements of those majors or minors. No grades of D will be counted toward fulfillment of the major or minor requirements. Except for Independent Studies, no required course may be repeated more than one time.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the University's minimum readiness requirements and the Core curriculum requirements.

The minimum number of credits (exclusive of the University's Core curriculum) required for this track is 39 credits.

Students who specialize in **Applied GIS and Geospatial Analysis** track must take:

Required

- GEO 105 or ANT 105 Society, Environment, and Change
- GEO 107 Maps and Math or
  GEO 270 Mapping Environments and People: Data Visualization and Analysis
- GEO 370 Maps, Territory, Power
- MAT 120 Introduction to Statistics

Methods (12 credits):

- GEO 305/GEO 505/GEO 605 Remote Sensing
- GEO 308/GEO 508/GEO 608 GIS Applications I
- GEO 408/GEO 518/GEO 618 GIS Applications II
- GEO 340/GEO 540/GEO 640 Digital Mapping

Topical Electives (Select courses from the following list to total at least 12 credits. Select at least three credits from each of the groups below and at least 6 credits at or above 300 level):

Group 1

- BUS 301 Business Analytics
- BUS 345 Information Technology/Management Information Systems
- BUS 377 Information Visualization
- COS 160 Structured Problem Solving: Java (3 cr.) and COS 170 Structured Programming Laboratory (1 cr.)
- COS 184 Python Programming
- COS 246 Programming Topics: Programming Handhold Devices
- COS 246 Programming Topics: Web Mapping Systems
- COS 375 Web Applications Development
- COS 457 Database Systems
- LOS 318/LAC 318 Database Management

Group 2

- ANT 204 Gulf of Maine: Archaeology, Ecology, and Environmental Change
- ANT 306 Analysis of Archaeological Materials
- ANT 308/ANT 508 Environmental Archaeology
- ANT 315/ANT 515 Ethnography: Methods, Ethics, and Practice
- ANT 360/ANT 560 Public Archaeology
- GEO 203 Urban & Regional Development

- GEO 204 Coastal and Marine Geography
- GEO 209 Introduction to Land Use Planning
- GEO 210 Planning Maine Communities: Current Issues & Directions
- GEO 303/GEO 503 Economic Geography
- GEO 304/504 Arctic and North Atlantic Regions
- GEO 445/GEO 545/GEO 645 Drone Mapping
- GEO 455/GEO 555 Gender, Race, and Class in the City
- GEO 481/GEO 581 Megacities and Global Planning Issues
- ESP 285 Global Environmental Issues and Sustainability

Capstone (3 credits minimum):

Any one of the following will count toward the capstone requirement:

- GEO 438/GEO 538/GEO 638 Independent Study in GIS
- GEO 448/GEO 548/GEO 648 GIS Internship
- GEO 458/GEO 558/GEO 658 Research Applications in GIS
- GYA 300 Archaeology Field School
- GYA 400 Independent Study in Anthropology or Geography, summer travel course, Study Abroad, or existing capstones.

Additionally, all Geography-Anthropology majors are required to demonstrate writing competence by completing either two research papers or one research paper and one research product (e.g., poster, media project) in the major with grades of C or better, from two different professors, at least one semester prior to graduation.

The maximum number of credits of internships, field experience, and/or independent studies that can be applied toward the major is nine hours. All students must meet with their advisors before registering for courses each semester.

BA in Geography-Anthropology, Specialization in Cultural and Natural Heritage Management

Description

The Bachelor of Arts in Geography-Anthropology fuses Geography's and Anthropology's common interests in both applied field work and in the relationship between human populations and their environments, both natural and built. The combined program explores global issues through community engagement. Students learn the methodologies and "ways of knowing" of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

Our long history of and strong commitment to environmental and social knowledge, applied learning, and experiential education positions our students well for internships, graduate programs, and the workforce. Undergraduates are involved in our community-engaged teaching and research.The major is an interdisciplinary degree program. Students enrolled in the major may specialize in **one** of three tracks:

- Sustainable Cultures and Communities
- Cultural and Natural Heritage Management
- Applied Geographic Information Systems (GIS) and Geospatial Analysis

Upon graduation, students find employment in fields that involve archaeology work, cultural resource management, historic preservation, heritage and conservation management, museum, curation and archival work, education, environmental and land use management, community development work, non-profit advocacy, city and regional public service, tourism and recreation, and Geographic Information Systems (GIS) related careers in federal, state, local government, and private sector industries.

We focus on developing strong analytical, writing, oral and technical skills and prepare our students to enter the workforce or for future graduate work. Courses emphasize both conceptual and applied learning. Students engage in case studies, community-engaged and client-based projects, and intensive field and lab analysis.

Students have the opportunity to design, develop, research and communicate professional level projects with faculty mentors. As a result of data collection in the field or analysis in our specialized learning laboratories, students also have the opportunity to engage in scholarship through publications and conference presentations, and often receive assistantships and fellowships funded by such organizations as the National Science Foundation, NASA, and the Maine Space Grant Consortium.

The program of study beyond the basic requirements should be planned carefully, in close consultation with the student's program advisor, and should be approved by the latter. Such an arrangement allows for flexibility according to the student's interests while also providing close guidance and a control of educational quality by the Geography-Anthropology program.

The **Cultural & Natural Heritage Management** track is for those interested in developing theoretical and conceptual knowledge, and analytical and technical skills in fields involving the conservation, management, and sustainable development of archaeological, cultural, urban, rural and environmental resources. Graduates are engaged in workforce fields in education, federal, state and local government, and private sector industries including environmental & land use planning, healthcare, non-profits, environmental consulting, planning and policy, and museum, curation and archival work.

Program Requirements

All students with majors or specific discipline minors in the social sciences must achieve at least six credits with grades of B or better in the requirements of those majors or minors. No grades of D will be counted toward fulfillment of the major or minor requirements. Except for Independent Studies, no required course may be repeated more than one time.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the University's minimum readiness requirements and the Core curriculum requirements.

The minimum number of credits (exclusive of the University's Core curriculum) required for this track is 37 credits.

Students who select the **Cultural and Natural Heritage Management** track must take:

Required:

- Either GEO 105 or ANT 105 Society, Environment, and Change
- ANT 103 Introduction to Archaeology, OR
- ANT 104 Archaeological Sciences
- GEO 102 Physical Geography
- MAT 120 Introduction to Statistics

Methods (6 credits minimum, at least 3 credits from each GEO & ANT):

- ANT 204 Gulf of Maine: Archaeology, Ecology, and Environmental Change
- ANT 306 Analysis of Archaeological Materials
- ANT 308/ANT 508 Environmental Archaeology
- ANT 315/ANT 515 Ethnography
- ANT 360/ANT 560 Public Archaeology
- GEO 209 Introduction to Land Use Planning
- GEO 270 Mapping Environments and People: Data Visualization and Analysis
- GEO 305/GEO 505/GEO 605 Remote Sensing
- GEO 308/GEO 508/GEO 608 GIS Applications I
- GEO 340/GEO 540/GEO 640 Digital Mapping

Topical Electives Select courses from the following list to total at least 18 credits. At least six credits must be from the GEO prefix and at least six credits must be from the ANT prefix with at least 6 credits at or above the 300 level:

- ANT 201 Human Origins
- ANT 202 Origins of Civilization
- ANT 213 Human Ecology
- ANT 224 Ancient Mesoamerica
- ANT 250 Archaeology of South America
- ANT 262 Women, Art & Global Tourism
- ANT 280 Prehistoric Art
- ANT 295 Topics in Anthropology (as approved)
- ANT 320 Anthropology & the Museum
- ANT 380 African American Historical Archaeology
- ANT 395 Topics in Anthropology (as approved)
- ANT 410 Japan: Archaeology Environmental History & Multicultural Perspectives
- ANT 495 Topics in Anthropology (as approved)
- GEO 170 Global History: Mapping the World Across Cultures
- GEO 203 Urban & Regional Development
- GEO 204 Coastal and Marine Geography

- GEO 210 Planning Marine Communities: Current Issues & Directions
- GEO 295 Topics in Geography (as approved)
- GEO 304/504 Arctic and North Atlantic Regions
- GEO 320/GEO 520 Conservation of Natural Resources
- GEO 370 Maps, Territory, Power
- GEO 395 Topics in Geography (as approved)
- GEO 455 Gender, Race and Class in the City
- GEO 481/GEO 581 Megacities and Global Planning Issues
- GEO 495 Topics in Geography (as approved)
- ECO 327 Natural Resource Economics
- ESP 200 Environmental Planning
- ESP 220 Introduction to Environmental Policy
- ESP 285 Global Environmental Issues & Sustainability

Capstone (3 credits minimum):

Any one of the following will count toward the capstone requirement: GYA 300 Archaeology Field School, GYA 350/351 Internship in Applied Geography-Anthropology, GYA 400, summer travel course, Study Abroad, or other courses as approved.

Additionally, all Geography-Anthropology majors are required to demonstrate writing competence by completing either two research papers or one research paper and one research product (e.g., poster, media project) in the major with grades of C or better, from two different professors, at least one semester prior to graduation.

The maximum number of credits of internships, field experience, and/or independent studies that can be applied toward the major is 9 hours. All students must meet with their advisors before registering for courses each semester.

BA in Geography-Anthropology, Specialization in Sustainable Cultures and Communities

Description

.The Bachelor of Arts in Geography-Anthropology fuses Geography's and Anthropology's common interests in both applied field work and in the relationship between human populations and their environments, both natural and built. The combined program explores global issues through community engagement. Students learn the methodologies and "ways of knowing" of each discipline and integrate them in an interdisciplinary framework to foster their appreciation of their humanistic and scientific responsibilities as global citizens.

Our long history of and strong commitment to environmental and social knowledge, applied learning, and experiential education positions our students well for internships, graduate programs, and the workforce. Undergraduates are involved in our community-engaged teaching and research activities.The major is an interdisciplinary degree program. Students enrolled in the major may specialize in **one** of three tracks:

- Sustainable Cultures and Communities
- Cultural and Natural Heritage Management
- Applied Geographic Information Systems (GIS) and Geospatial Analysis

Upon graduation, students find employment in fields that involve archaeology work, cultural resource management, historic preservation, heritage and conservation management, museum, curation and archival work, education, environmental and land use management, community development work, non-profit advocacy, city and regional public service, tourism and recreation, and Geographic Information Systems (GIS) related careers in federal, state, local government, and private sector industries.

We focus on developing strong analytical, writing, oral and technical skills and prepare our students to enter the workforce or for future graduate work. Courses emphasize both conceptual and applied learning. Students engage in case studies, community-engaged and client-based projects, and intensive field and lab analysis.

Students have the opportunity to design, develop, research and communicate professional level projects with faculty mentors. As a result of data collection in the field or analysis in our specialized learning laboratories, students also have the opportunity to engage in scholarship through publications and conference presentations, and often receive assistantships and fellowships funded by such organizations as the National Science Foundation, NASA, and the Maine Space Grant Consortium.

The program of study beyond the basic requirements should be planned carefully, in close consultation with the student's program advisor, and should be approved by the latter. Such an arrangement allows for flexibility according to the student's interests while also providing close guidance and a control of educational quality by the Geography-Anthropology program.

Sustainable Cultures & Communities track is for those interested in developing theoretical and conceptual knowledge, and analytical and technical skills in fields involving community and sustainable development, non-profit work, inter-cultural development work, city & regional planning. Graduates are engaged in workforce fields in community development, education, federal, state and local government, and private sector industries including environmental & land use planning, healthcare, non-profits, environmental consulting, planning and policy, and museum, curation and archival work.

Program Requirements

All students with majors or specific discipline minors in the social sciences must achieve at least six credits with grades of B or better in the requirements of those majors or minors. No grades of D will be counted toward fulfillment of the major or minor requirements. Except for Independent Studies, no required course may be repeated more than one time.

All students are reminded that, in addition to meeting departmental requirements for the major, they must also meet the University's minimum readiness requirements and the Core curriculum requirements.

The minimum number of credits (exclusive of the University's Core curriculum) required for this track is 36 credits.

Students who select the **Sustainable Cultures and Communities** track must take:

Required

- GEO 105 or ANT 105 Society, Environment, and Change
- ANT 101 Anthropology: The Cultural View
- GEO 101 Human Geography
- MAT 120 Introduction to Statistics

Methods (6 credits minimum from list, at least 3 credits from the GEO prefix and at least 3 credits from ANT prefix):

- ANT 204 Gulf of Maine: Archaeology, Ecology, and Environmental Change
- ANT 315/ANT 515 Ethnography: Methods, Ethics and Practice
- ANT 360/ANT 560 Public Archaeology
- GEO 209 Introduction to Land Use Planning
- GEO 210 Planning Maine Communities: Current Issues & Directions
- GEO 270 Mapping Environments and People: Data Visualization and Analysis
- GEO 305/GEO 505/GEO 605 Remote Sensing
- GEO 308/GEO 508/GEO 608 GIS Applications I
- GEO 340/GEO 540/GEO 640 Digital Mapping

Topical Electives Select courses from the following list to total at least 18 credits. At least six credits must be from the GEO prefix and at least six credits must be from the ANT prefix with at least 6 credits at or above the 300 level:

- ANT 202 Origins of Civilization
- ANT 213 Human Ecology
- ANT 220 Indigenous Communities of North America
- ANT 230 Hunters and Gatherers
- ANT 232 The Anthropology of Sex and Gender
- ANT 233 Food and Culture
- ANT 255 Cultures of Africa
- ANT 295 Topics in Anthropology (as approved)
- ANT 302 Medical Anthropology
- ANT 320 Anthropology & the Museum
- ANT 350 International Development
- ANT 380 African American Historical Archaeology
- ANT 395 Topics in Anthropology (as approved)
- ANT 495 Topics in Anthropology (as approved)
- GEO 120 Geography of Maine
- GEO 170 Global History: Mapping the World across Cultures
- GEO 203 Urban & Regional Development
- GEO 204 Coastal and Marine Geography

- GEO 255 Making a Living: Workers in a Global Economy
- GEO 295 Topics in Geography (as approved)
- GEO 302/GEO 502 Gender, Work & Space
- GEO 303/GEO 503 Economic Geography
- GEO 304/504 Arctic and North Atlantic Regions
- GEO 370 Maps, Territory, Power
- GEO 395 Topics in Geography (as approved)
- GEO 455/GEO 555 Gender, Race, and Class in the City
- GEO 481/GEO 581 Megacities and Global Planning Issues
- GEO 495 Topics in Geography (as approved)

Capstone (3 credits minimum):

Any one of the following will count toward the capstone requirement: GYA 300 Archaeology Field School; GYA 350/351 Internship in Applied Geography-Anthropology, GYA 400, summer travel course, Study Abroad, existing capstones or other courses as approved.

Additionally, all Geography-Anthropology majors are required to demonstrate writing competence by completing either two research papers or one research paper and one research product (e.g., poster, media project) in the major with grades of C or better, from two different professors, at least one semester prior to graduation.

The maximum number of credits of internships, field experience, and/or independent studies that can be applied toward the major is nine hours. All students must meet with their advisors before registering for courses each semester.

Recommended Course Sequence

- Many ANT or GEO courses meet core curriculum requirements.
- The course sequence is recommended but not a mandatory sequence of courses
- Some courses have pre-requisites, please check catalog.
- Note that part-time students may take up to 6 years to complete the degree, if applicable
- This track has 4 required courses (including MAT 120), a choice of 2 GEO and ANT methods, a choice of 6 topical electives, and a choice of capstone.

Part-Time and Full Schedules

- Part-Time Student Schedule: 4 Years
- Full-Time Student Schedule: 2 Years

Part-Time Student Course Sequence: 4 Years

Year 1 — Fall Semester

- *ANT 105/GEO 105 Society, Environment and Change (3 credits)*
- *GEO 101 Human Geography (3 credits) – on campus*

Year 1 — Spring Semester

- *ANT 101 Anthropology: The Cultural View (3 credits) – online and on campus*

Year 1 — Summer Semester

- *MAT 120 Statistics (4 credits) – Online and on campus*

Year 2 — Fall Semester

- GEO or ANT Method course *(4 credits) - online and on campus*

Year 2 — Spring Semester

- GEO or ANT Method course *(4 credits) - online and on campus*
- *GEO or ANT Topical Elective course (3 credits) - online and on campus*

Year 3 — Fall Semester

- *GEO or ANT Topical Elective course (3 credits) - online and on campus*
- *GEO or ANT Topical Elective course (3 credits) - online and on campus*

Year 3 — Spring Semester

- *GEO or ANT Topical Elective course (3 credits) - online and on campus*
- *GEO or ANT Topical Elective course (3 credits) - online and on campus*

Year 4 — Fall Semester

- *GEO or ANT Topical Elective course at or above the 300-level (3 credits) - online and on campus*

Year 4 — Spring Semester

- *GEO or ANT Topical Elective course at or above the 300-level (3 credits) - online and on campus*
- *Capstone course - online and on campus*

Full-Time Student Course Sequence: 2 Years

Year 1 — Fall Semester

- *ANT 105/GEO 105 Society, Environment and Change (3 credits)*
- *GEO 101 Human Geography (3 credits) – on campus*
- *GEO or ANT Method course (4 credits) - online and on campus*
- *GEO or ANT Topical Elective course (3 credits) - online and on campus*

Year 1 — Spring Semester

- *ANT 101 Anthropology: The Cultural View (3 credits) – online and on campus*
- *MAT 120 Statistics (4 credits) – Online and on campus*
- *GEO or ANT Method course (4 credits) - online and on campus*
- *GEO or ANT Topical Elective course (3 credits) - online and on campus*

Year 2 — Fall Semester

- *GEO or ANT Topical Elective course (3 credits) - online and on campus*
- *GEO or ANT Topical Elective course at or above the 300-level (3 credits) - online and on campus*

Year 2 — Spring Semester

- *GEO or ANT Topical Elective course (3 credits) - online and on campus*
- *GEO or ANT Topical Elective course at or above the 300-level (3 credits) - online and on campus*
- *Capstone course - online and on campus*

About Course Formats

- **Online courses:** All class meetings are held online.
- **Blended courses:** Some class meetings are face-to-face, and some class meetings are held online.
- **On-Campus courses:** All class meetings are face-to-face.

Minor in Anthropology

Description

The Minor in Anthropology provides students with a broad introduction to this field. This Minor is an excellent supplement for students from the other social sciences, humanities, environmental science, and other fields who are interested in human behavior, cultural diversity, environmental

adaptation, and historical lifeways.

Program Requirements

Students must complete a minimum of 15 credits. No grades lower than C- will be counted towards fulfillment of the major or minor requirements. A maximum of one (1) course may either be transferred from another institution or drawn from another major at USM, such as Linguistics, with approval from the student's faculty advisor in the Program in Geography-Anthropology.

Geography-Anthropology majors may use no more than one (1) course to satisfy requirements for both the minor and the major.

Required:

- ANT 101 Anthropology: The Cultural View

Choice of any four (4) of the following to meet 15 credit minimum. Courses must be taught by at least two (2) different faculty members and one (1) course must be 300-level or above.

- ANT 102 Biological Anthropology
- ANT 201 Human Origins
- ANT 202 Origins of Civilization
- ANT 204 The Gulf of Maine: Archaeology, Ecology,
- ANT 213 Human Ecology
- ANT 220 Indigenous Communities of North America
- ANT 224 Ancient Mesoamerica
- ANT 230 Hunters and Gatherers
- ANT 232 The Anthropology of Sex and Gender
- ANT 233 Food and Culture
- ANT 255 Cultures of Africa
- ANT 262 Women, Arts & Global Tourism
- ANT 233 Food and Culture
- ANT 280 Prehistoric Art
- ANT 302 Medical Anthropology
- ANT 315/ANT 515 Ethnography: Methods, Ethics, and Practice
- ANT 320 Anthropology & the Museum
- ANT 350 International Development
- GEO 350 International Development
- ANT 380 African American Historical Archaeology
- ANT 410 Japan: Archaeology, Environmental History and Multicultural Perspective

Minor in Archaeology

Description

The Geography-Anthropology program offers a minor in archaeology. The minor prepares students to examine past cultures through their material remains and environmental context. Students develop an appreciation for the management of cultural heritage and preserving the past.

Program Requirements

The minor in archaeology consists of a minimum of 15 credits. No grades lower than C- will be counted toward fulfillment of the major or minor requirements.

Geography-Anthropology majors may use no more than one (1) course to satisfy requirements for both the minor and the major.

Required:

- ANT 103 Introduction to Archaeology or, ANT 104 Archaeological Sciences

Any three or four of the following (to meet minor 15 credit minimum):

- ANT 102 Biological Anthropology
- ANT 202 Origins of Civilization
- ANT 204 Gulf of Maine: Archaeology, Ecology, and Environmental Change
- ANT 224 Ancient Mesoamerica
- ANT 280 Prehistoric Art
- ANT 308/ANT 508 Environmental Archaeology
- ANT 320 Anthropology & the Museum
- ANT 360/ANT 560 Public Archaeology
- ANT 380 African American Historical Archaeology
- ANT 410 Japan: Archaeology, Environmental History and Multicultural Perspectives
- GYA 300 Archaeology Field School

Minor in Geography

Description

The Geography-Anthropology program offers a minor in geography. The Minor in Geography provides students a broad exposure to the discipline with courses focused on the interaction of humans and their natural and built environments, urban and regional development, and resource conservation, among other areas. Students also receive training in cutting edge geographic tools and techniques like GIS and remote sensing.

Program Requirements

The Minor in Geography shall consist of 15 credits minimum. No grades lower than C- will be counted toward fulfillment of the minor requirements.

Geography-Anthropology majors may use no more than one (1) course to satisfy requirements for both the minor and the major.

Required:

- GEO 101 Human Geography or, GEO 102 Physical Geography

and four (4) additional topical or methods GEO courses to make up 15 credits minimum.

Minor in Planning and GIS

Description

The Geography-Anthropology program offers a Minor in Planning and GIS. This minor focuses on augmenting cutting edge GIS and remote sensing skills and applying these to analyze land use and environmental planning problems and issues.

Program Requirements

The Minor in Planning and GIS consists of a minimum of 15 credits. No grades of lower then C- will be counted toward fulfillment of the major or minor requirements.

Geography-Anthropology majors may use no more than one (1) course to satisfy requirements for both the minor and the major.

Required courses:

- GEO 305/GEO 505/GEO 605 Remote Sensing **or,** GEO 308/ GEO 508/ GEO 608 GIS Applications I
- GEO 209 Introduction to Land Use Planning **or,** GEO 210 Planning Maine Communities: Current Issues and Directions **or** ESP 200 Environmental Planning
- Choice of one from:
    - GEO 438/GEO 538/ GEO 638 Independent Study in GIS
    - GEO 340/GEO 540/GEO 640 Digital Mapping
    - GEO 408/GEO 518/GEO 618 GIS Applications II
    - GEO 445/GEO 545/GEO 645 Drone Mapping
    - GEO 448/GEO 548/GEO 648 GIS Internship
- Choice of one from:
    - GEO 203 Urban & Regional Development
    - GEO 204 Coastal and Marine Geography
    - GEO 303/503 Economic Geography
    - GEO 304/504 Arctic and North Atlantic Regions
    - GEO 320/GEO 520 Conservation of Natural Resources,
    - GEO 455/555 Gender, Race and Class in the City
    - ESP 308 Global Environmental Problems & Sustainability
    - ESP 220 Introduction to Environmental Policy
    - ESP 305 Community Planning Workshop

and one (1) additional course from any of those listed above to make up 15 credits minimum.

Minor in Social Justice

Description

Faculty Organizers: Lorrayne Carroll, (ENG/CAHS), Lydia Savage (GYA/Muskie/CMHS), Julie Ziffer (PHY/CMST)

Students will be carefully advised by the faculty organizers and programming events and pop-up courses will bring minors together periodically.

The Social Justice minor will provide students with a set of courses focused on those ideas and practices directly related to the interdisciplinary field of social justice. Specifically, this minor offers students a set of queries, a field of research, and a body of theory and practice that student interests in economic access and opportunity, social and cultural production, and the multiple processes that inform the human experience of exploitation, and of justice, injustice, domination and resistance.

The Minor in Social Justice offers students an interdisciplinary curriculum grounded in the theory and practices of Social Justice and poses set of queries regarding the history and contemporary understandings of Social Justice. The Minor introduces students to, and develops their understanding of, Social Justice as a field of both research and praxis. Specific topics of study within the Minor may include conditions for economic access and opportunity; the processes of social and cultural production and reproduction; and diverse human experiences of exploitation, justice, injustice, domination and resistance. In order for students to develop and expand their study into praxis, the Minor emphasizes the practical knowledge necessary to be an informed and active citizen. This pursuit of academic and experiential knowledge prepares students for various careers, such as those in government agencies; colleges and universities; consulting firms; research institutes; corporations; domestic and international nongovernmental organizations, and international development organizations. Students will be able to enter the workforce with an understanding of structural inequalities and some means through which to reduce and/or eliminate them.

Program Requirements

The minor is 15 credit hours with 5 courses from a minimum of 3 different departments.

1. **Foundation/Introduction (3 credits)**

- ANT 101 Anthropology: The Cultural View
- GEO 101 Human Geography
- SOC 100 Introduction to Sociology
- WGS 101 Introduction to Women and Gender Studies.
- Other courses with permission, as appropriate

2. **Critical Thinking (3 credits)**

Students are required to take at least one course (3 credits) that must not double count with major.

- ECO 103 Critical Thinking in Economics
- GEO 255 Making a Living: Workers in the Global Economy
- SOC 210 Critical Thinking in Sociology
- WGS 201 Women, Knowledge, and Power
- Other courses with permission, as appropriate

3. **Upper-Level Electives (6 credits)**

Students must take two courses (6 credits) that must not double count with major requirements. Students may use a total of 3 credits from SOJ 130 as one elective.

- ECO 316 Foundations of lnternational Development
- GEO 303 Economic Geography
- GEO 302 Gender, Work, and Space
- GEO 455 Gender, Race and Class in the City
- GEO 481 Megacities and Global Planning Issues
- SOC 316 Sociology of Gender
- SOC 327 Social Movements
- SOC 358 Sociology of Women's Work
- SOC 365 Sociology of the Body
- WGS 380 Politics of Difference
- Other courses with permission, as appropriate

4. **Community Engagement (3 credits)**

Student must take one course (3 credits) that must not double count with major requirements.

- Social Justice Internship (new course to be developed)
- ENG 334 Literacy Studies
- GYA 350/351 Internship in Applied Geography-Anthropology
- SOC 395 Internship
- WGS 4851ntemship
- Other courses with permission, as appropriate

Certificate in Applied Geographic Information Systems (GIS)

Description

The Certificate 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 undergraduates 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 in Applied GIS consists of three required courses and one elective, totaling a minimum of 14 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 14 undergraduate credits. There is a minimum residency requirement of 3 courses or 10 credit hours. Students must complete all courses with a C- or better. 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 305/ GEO 505/GEO 605 Remote Sensing
- GEO 308/ GEO 508/GEO 608 GIS Applications I
- GEO 408/GEO 518/GEO 618 GIS Applications II

Electives:

Take at least one of the following for a minimum total of 14 undergraduate credit hours:

- COS 160 Structured Problem Solving: Java (3 cr.) and,
- COS 170 Structured Programming Laboratory (1 cr.) (*COS 160/170 must be taken together.)*
- COS 184 Python Programming
- GEO 340/GEO 540/GEO 640 Digital Mapping
- GEO 445/GEO 545/GEO 645 Drone Mapping
- GEO 458/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 438/GEO 538/GEO 638 Independent Study in GIS (1-3 cr.)
- GEO 448/GEO 548/GEO 648 GIS Internship (1-3 cr.)

Geography-Anthropology Course Descriptions

- ANT
- GEO
- **GEY**
- GYA

ANT

ANT 101 Anthropology: The Cultural View
This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as cultural universals, and the relationship between social organization, ideology, economics, and political structure in different types of societies. It reviews the various theoretical approaches in cultural anthropology's attempt to explain human behavior, presenting examples from foraging, farming, and contemporary industrial societies through readings and films. Cr 3.

ANT 103 Introduction to Archaeology
This course describes the methods and theories used by modern archaeologists to uncover information about past human life ways. Attention is given to techniques of survey and excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Some attention will be given to specific topics such as the archaeology of New England, the Caribbean, and Japan. Cr 3

ANT 104 Archaeological Science
Archaeological science presents principals and methods used by modern archaeologists to uncover information about past human life ways. Attention is given to techniques of survey, excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Issues in world prehistory concerning the development of agriculture, and preservation of the past will

be covered. An integral laboratory component each week will focus on data analysis, conservation methods, maritime resource utilization, environmental degradation and sustainability in the Gulf of Maine. Some attention will be given to specific topics such as the archaeology of New England, Caribbean, Japan and Peru and the Isles of Shoals in the Gulf of Maine. Cr. 4.

ANT 105 Society, Environment, and Change
This course examines the complex and changing relationship between communities, cultures, and the environment over time and across multiple geographic scales. Adopting an interdisciplinary approach, the course considers the drivers behind societal and environmental change from early hunter-gatherer and farming communities to more complex contemporary landscapes across the world. The course concludes with a focus on identifying options to build sustainable, resilient, and adaptive social-ecological systems. Cr. 3.

ANT 201 Human Origins
This course focuses on the fossil and cultural evidence for human evolution. Topics to be covered include evolutionary theory, primate behavior, hominid origins, the taxonomy and phylogenetic relationships of fossil hominids, Pleistocene cultural adaptations, and the origin of modern Homo sapiens. The relationship between biology, geography, and culture is explored using the skeletal and archaeological evidence for human evolution. Cr 3.

ANT 202 Origins of Civilization
This course traces the evolution of human culture from the origins of farming and domestication, to the development of complex societies. General processes of urbanization and social stratification will be investigated, and examples will be drawn from throughout the Old and New Worlds, including the classical civilizations of the Near East, Southeast Asia, Mexico, and Peru. Cr 3.

ANT 204 The Gulf of Maine: Archaeology, Ecology, and Environmental Change
The Gulf of Maine class describes the methods and theories used by archaeologists, geologist, marine scientist, environmental scientist and policy makers to understand changes in human life ways and environmental conditions over time. Attention is given reconstruction of changes in sea-level over time: excavation and interpretation of archaeological materials from maritime sites; understanding of species distribution and interaction over time; and policy making related to environmental change of the Anthropocene Issues in coastal erosion, declining cod stocks, predator-prey relations, environmental restoration and cultural heritage be covered. An integral laboratory component will focus on proxy and modern evidence for the dynamic and changing ecosystem. Some attention will be given to specific topics such as regional climatic change, the Casco Bay Estuary Project and research institutes focused on marine environments in the Gulf of Maine. Cr 4.

ANT 213 Human Ecology
This course examines interactions between human societies and their natural environments. Human adaptation is viewed as a problem-solving process, involving the development of strategies for maximizing energy efficiency and reproductive success, for warding off environmental stress, and for reducing conflicts. These management strategies are examined for a number of human societies, and are used to gain insight into modern decision-making processes. Prerequisite: ANT 101 or 102. Cr 3.

ANT 220 Indigenous Communities of North America
This course provides an ethnographic perspective on the history and traditional cultures of native North Americans. Emphasis is placed on the relationship of aboriginal native cultures to their environments, and the evolution of complex societies in certain regions of North America. Also included is discussion of the fragmentation of indigenous societies that followed the European invasion of North America. Cr 3.

ANT 224 Ancient Mesoamerica
An introduction to the archaeology and ethnohistory of the indigenous peoples of Mexico and adjacent parts of Central America, from the beginning until the sixteenth century. Primary attention will be to the Olmec, Maya, and Aztec civilizations. Cr 3.

ANT 230 Hunters and Gatherers
Hunting and gathering is a way of life, not simply a subsistence technique. Ninety-nine percent of human evolutionary history involved this kind of life, and our biology as a species was created through this mode of existence. In this ethnographically oriented course we will study several hunter-gatherer societies including the Ju'/hoansi, the Mbuti, the Australian aborigines, and the Inuit. Special attention will be given to understanding the traditional life and world view of hunter-gatherers, but we will also focus on how recent political and economic events are changing their lives. Cr 3.

ANT 232 The Anthropology of Sex and Gender
Gender is a fundamental platform for the organization of society. The social meanings given to bodies, sexuality, procreation, parenting, and work extend beyond notions of identity, interpersonal relationships, sexuality, and households. Gender also involves economics, government, religion, politics, science, technology, war, and globalization. This course rests on the premise that sex and gender are both "culturally constructed" and explores how gendered practices and beliefs serve as "systems" of differentiation. The "politics of difference" is explored across a variety of Western and non-Western cultures. Cr 3.

ANT 233 Food and Culture
This course focuses on food as an essential and central part of human experience. We will examine the anthropology of food and food habits, including an evolutionary-ecological perspective, the reconstruction of past human diets from archaeological evidence, and a cross-cultural examination of the diversity of human food preferences and avoidances. An important goal of the course will be to try to understand appreciate

cultural differences in food habits from both an ecological and a societal point of view. Cr 3.

ANT 255 Cultures of Africa
Africa is a vast continent rich in cultural diversity. This course will explore a variety of African people and cultures south of the Sahara. Students will read ethnographic case studies about small-scale communities that focus on interrelated issues such as music, religion, politics, economics, geography, ethnicity, and gender. The course will consider the effects of colonial periods on indigenous populations but will emphasize post-independence Africans. Students will learn to challenge negative Western representations of Africa by focusing on the power and perseverance of African people and their cultures. Cr 3.

ANT 262 Women, Arts & Global Tourism
All over the world women are improving their socioeconomic status, investing in their families, and contributing to community development through involvement in tourism arts and crafts production. We will learn about the historical and contemporary experiences of women from North and South America, Africa, Asia and other international settings. The course will explore themes of cultural heritage, culture change, traditional versus tourist art, gender inequality, empowerment and community development. Cr 3.

ANT 280 Prehistoric Art
This course takes a combined anthropological, historical, and critical approach and focuses on two case studies: 1) the Palaeolithic (Ice Age) art of Eurasia (ca. 32,400-10,000 years ago); and 2) the pre-colonial rock art of southern Africa (prior to 1652 AD). It reviews the diversity of forms and activities constituting prehistoric image making, and their numerous interpretations, including: "art for art's sake," magico-religion, structuralism, neo-evolutionary functionalism, and shamanism. It also considers the sociopolitical climate within which these theories have been proposed and identifies problematic assumptions and biases. The term "prehistoric art" is a major topic of discussion as students evaluate the relevance, appropriateness, and limitations of a western (European) definition of "art" for understanding non-Western image making. Cr 3.

ANT 295 Topics in Anthropology
This course provides in-depth analysis of relevant topics not available in regular course offerings. The topics vary depending upon current issues of significance and the special background of the instructor. May be repeated for credit when topics vary. Cr 3-4.

ANT 302 Medical Anthropology
This course considers the interface between medicine and anthropology in terms of both human biology and society. The course develops concepts of health as effective adaptation to environmental stresses, including infectious disease, nutritional stress, and psychosomatic illness, among others. It traces the history of health and disease in human society from hunter-gatherers to modern urban, industrial communities, and examines the way in which human populations have attempted to deal with various agents of disease. The course examines the diversity of human theories of disease causation and explores the role of modern medicine in effective health care delivery to persons of different cultural and ethnic backgrounds. Prerequisite: ANT 101, 102 or permission of instructor. Cr 3.

ANT 306 Analysis of Archaeological Materials
This course provides an opportunity for in-depth study of methods used in the analysis of archaeological materials after they are recovered from excavations. Students will work in teams to apply analytical techniques to archaeological site collections including ceramics; stone, bone, and shell artifacts; and archaeological soils and faunal remains. Credit will vary with the range of techniques covered in a particular semester. Prerequisite: ANT 103, or permission of instructor. Cr 3-6.

ANT 308/ANT 508 Environmental Archaeology
Students will be introduced to the analytical techniques that are commonly used in the archaeological study of past environments and environmental change. Topics to be covered include archaeological soils, preservation conditions, the reconstruction of past climates and landforms, and the analysis of plant and animal communities from archaeological evidence. In semesters when this course carries more than three credits, requirements will include a substantial research project. Prerequisite: ANT 103 or GYA 300 or permission of instructor. Cr 3-6.

ANT 315/ANT 515 Ethnography: Methods, Ethics, and Practice
This course offers students an overview of the methods of ethnographic observation and analysis, and of the ethical considerations of conducting such research. Students will be required to carry out ethnographic fieldwork, employing appropriate methods of data collection and analysis. Credit will vary depending on the scope of the fieldwork project, as determined by the instructor. Prerequisites: ANT 101, or permission of the instructor. Cr 3.

ANT 320 Anthropology & the Museum
This course explores the complicated and sometimes fractious relationship between anthropology and museums of ethnography and natural history in both North America and abroad. Museums are ideological sites that produce particular (self-serving) understandings of Us and Them. Since the later-1800s, museums have figured prominently in how the public learns about non-western cultures while also being a place of legitimate anthropological research. As well, some of anthropology's more significant academic debates have been fought out in the museum. These overlapping relationships are the subject of this course. Prerequisite: ANT 101 or ANT 103, or permission of instructor. Cr 3.

ANT 350 International Development
The aim of this course is to understand the global and local aspects of the social, cultural, economic, and political development processes in nations and societies of the Global South. It will highlight how social scientists approach the complex issues involved in international development. The first part of the course will cover mainstream international development theory whereby we will analyze basic assumptions

underlying competing economic and social theories of international development. The second part of the course will explore the environmental and social dimensions of development often overlooked by mainstream international development theory and practice. In relation to the environment, we will focus on issues of environmental degradation and sustainability. Course materials will cover global trends in climate change, but we will focus on case studies to elucidate sustainable development issues. Under social aspects of development, we will investigate contemporary trends that emphasize local ownership and participation. Among other topics, this section will look at the role of NGOs and gender in development of the Global South. Prerequisite: College Writing required, recommend SCA; or permission of instructor. Cr. 3.

ANT 360/ANT 560 Public Archaeology
This course introduces students to the interpretation of archaeological information for the public benefit. Topics to be covered include museum exhibits, collection management, federal and state legislation, ethics, site conservation database management, and GIS. Students will work in teams to produce a finished product for presentation during Archaeology Awareness Week. The course includes prehistoric excavation and a trip to two museums. Credit varies with specific substantial topics and project breadth. Prerequisite: ANT 103 or permission of instructor. Cr 3-6.

ANT 380 African American Historical Archaeology
In this course, we look at how the identities of African Americans have been constructed over time by archaeologists, anthropologists, historians, geographers, and journalists. The course explores both regional and personal identities and the interrelationships between these two aspects of identity, and examines the effects of racism, ethnocentrism and sexism on identity construction. The course considers economy, historic environmental and geographical factors and how the construction of identity is affected by the experience of place. It concludes by examining contemporary race relations, the relationship to social scientists, and the public at large. Cr 3.

ANT 395 Topics in Anthropology
This course provides in-depth analysis of relevant topics not available in regular course offerings. The topics vary depending upon current issues of significance and the special background of the instructor. May be repeated for credit when topics vary. Cr 3-4.

ANT 410 Japan: Archaeology, Environmental History and Multicultural Perspectives
This course will focus on understanding select aspects of ethnicity and the cultural character of Japan. A multi-disciplinary approach will examine archaeology, cultural anthropology, environmental history and modern and postmodern historical research and writings. The archaeological investigations will focus on ethnicity and long-term adaptations of the Japanese and Ainu people. The cultural anthropology component will examine Japanese cultural identity and rice agriculture. Further, it will examine social inequity within Japan. A case study focused on wolves revealed a complex environmental history and offers a perspective on human-animal relations in a deteriorating global biosystem. A multi-cultural perspective on the recent past examines the changing dimensions of national identity from an internal and external perspective. Cr 3.

ANT 495 Topics in Anthropology
This course is designed to undertake detailed, in-depth analysis of important topics and issues in such subfields of anthropology as sociocultural anthropology, biological anthropology and archaeology. Topics vary from semester to semester. Research papers are required. Prerequisite: junior standing or permission of instructor. Cr 3.

GEO

GEO 101 Human Geography
This course examines social, economic, and political processes that shape the contemporary global landscape, with particular emphasis on the relationships between developed and developing regions of the world. Cartography, population trends, agricultural systems, migration, urbanization, and industrialization are among the topics covered. Cr 3.

GEO 102 Physical Geography
This course examines the physical processes of the environment as they relate to human endeavors. Climate, soil, vegetation, land form, water, and mineral resources are among the topics covered. Laboratory exercises acquaint the student with the materials and methods of physical geography. Climate data, topographic maps and field observations are employed to solve practical problems of human interaction with the environment. Cr 4.

GEO 103 Human-Environmental Geography
Using geographic perspectives, this course focuses on the changing nature of the earth's environment and the human role in these changes. Both direct and indirect human impacts on the biosphere, the atmosphere, and the hydrosphere are considered, including tropical deforestation and the loss of biodiversity, the human role in global climate change, and the impact of human actions on world fisheries. Local and regional examples will be incorporated. Cr 3.

GEO 104 World-Regional Geography
This course will familiarize students with the diversity of people and places in the world by examining the physical, political, and cultural geography of different regions of the world. Emphasis will be given to development of regions within a global framework. This course will add to the general education of students by developing their geographic skills and by enhancing their geographic awareness and knowledge of the world through various aspects of global diversity. Cr 3

GEO 105 Society, Environment, and Change

This course examines the complex and changing relationship between communities, cultures, and the environment over time and across multiple geographic scales. Adopting an interdisciplinary approach, the course considers the drivers behind societal and environmental change from early hunter-gatherer and farming communities to more complex contemporary landscapes across the world. The course concludes with a focus on identifying options to build sustainable, resilient, and adaptive social-ecological systems. Cr 3.

GEO 107 Maps and Math
Maps are accurate drawings of the world. They are scale models produced by locating, measuring, and surveying landscapes. A map is a picture made of numbers. In this course students will learn how maps are made, and how math is embedded into every aspect of the cartographic process. Cr. 3.

GEO 108/PPM 522 Introduction to ArcGIS
An introduction to the ArcGIS software, stressing basic operation of this popular GIS package. Topics covered include system navigation, data display, data download, and printing public domain and user-created geographical data sets. Cr 3.

GEO 120 Geography of Maine
This course will examine Maine as a geographic region. Physical and cultural attributes of the state will be analyzed. Political, economic and demographic factors will be emphasized in viewing the assets and problems of the Maine environment and in planning Maine's future. Cr 3.

GEO 170 Global History: Mapping the World Across Cultures
World history, from the classical through the modern eras, embracing the cultures of Asia, Africa, Europe, and the Americas, examined through the maps that different cultures have made of their worlds. Students analyze maps from the collections of USM's Osher Map Library to reveal how world maps have variously embodied cultural preconceptions, religious convictions, scientific findings, and political concerns. Special attention to the processes of early modern and modern imperialism and globalization. Cr 3.

GEO 203 Urban & Regional Development
Students will survey contemporary patterns of urban and regional development through comparative analysis. Students will examine links between urbanization, employment, and social welfare in different political and economic contexts as the course moves from the global scale to the local. Students will be introduced to a series of research skills including the use of computer databases and spreadsheet programs, many of which will be of use in other courses. Cr 3.

GEO 204 Coastal and Marine Geography
Coastal border and broader marine regions are the vanguard for issues of global change, development pressures, competing uses, and conflicting claims. The course aims to explore, integrate, and synthesize information about physical, biological, socio-political, and economic aspects of coastal and marine environments to understand impacts of natural change and human activities over multiples scales and time periods. Cr. 3

GEO 209 Introduction to Land Use Planning
This course offers an overview of human/land relationships as they influence contemporary patterns of settlement and use of the land. It will discuss the logic of a planning process as a method of decision making; the formulation of goals and evaluation of alternative courses of action; standards and requirements for specific planning objectives (such as land use, energy, recreation, transportation); and the place of the planning function in government and the role of citizens and private groups. Introduction to basic planning tools and techniques including PERT, aerial photography, and methods of land inventory and classification will be presented. Cr 3.

GEO 210 Planning Maine Communities: Current Issues & Directions
This course will examine the issues facing Maine communities such as providing affordable housing, maintaining and improving the community's physical facilities such as streets, sewers, playgrounds, etc., disposing of solid and hazardous wastes, stimulating jobs and economic development, providing adequate transportation facilities, and preserving Maine's environment and lifestyle in the face of growth. It will also address how these issues can be addressed through the use of the planning process and sound planning techniques. Cr 3.

GEO 255 Making a Living: Workers in a Global Economy
Our daily experiences shape and are shaped by changing economic landscapes through our patterns of work, consumption, and leisure. The course addresses the prospects and challenges for making a living in a global economy. We will examine a variety of perspectives on work, both paid and unpaid. We will pay particular attention to the connection of workers between and across places. The course discusses both new and old geographical divisions of labor and the restructuring of work and workplaces at the international, regional, local and household scales. Prerequisites: EYE. Cr 3.

GEO 270 Mapping Environments and People: Data Visualization and Analysis
The history and practice of analytical mapping — of environmental and social phenomena — introduces students to basic concepts in quantitative reasoning and in the visual display of quantitative information. Students will study early analytic maps from the collections of USM's Osher Map Library (from magnetism to ethnography to economics) to determine how the data were collected and analyzed; students will map data to implement the principles discussed in class. Cr 3.

GEO 295 Topics in Geography
This course provides in-depth analysis of relevant topics not available in regular course offerings. The topics vary depending upon current issues

of significance and the special background of the instructor. May be repeated for credit when topics vary. Cr 3-4.

GEO 302/GEO 502 Gender, Work, and Space
Students will examine the ways in which the workforce is divided by gender, race, class, and ethnicity and how location and space shape and sustain such divisions. Competing explanations for why women and minorities hold jobs that differ distinctly from jobs held by other workers will be examined. Students will learn how a geographic understanding of gender, race, ethnicity, and class can help explain more fully the current position of women in the economy. Cr 3.

GEO 303/GEO 503 Economic Geography
This course examines the intersection between economies and geography. Emphasis is placed on the social, cultural, and political contexts within which economies develop and are regulated and restructured. Students are introduced to the skills which allow them to interpret and understand the present economic landscapes and to evaluate the factors and trends that anticipate the future. Prerequisites: one of the following: ANT 101, GEO 101, GEO 203, GEO 255, ECO 101, ECO 102, or permission of instructor. Cr 3.

GEO 304/504 Arctic and North Atlantic Regions
The Arctic and the adjacent North Atlantic region have received much recent attention due to climate change and the global economy. Further, changes and events are linking these distant regions more closely with Maine. The course will address the many facets of these regions and their changes and highlight and explore the evolving connections with Maine. Prerequisite: ANT 204, GEO 204 or permission of instructor. Cr. 3.

GEO 305/GEO 505/GEO 605 Remote Sensing
Theory and techniques of image processing and analysis for remotely sensed digital data acquired from airplane and satellite platforms. Topics include image enhancement and classifications, spectral analysis, and landscape change detection techniques. Practical applications of natural and built landscapes are considered using remotely sensed datasets and techniques. Cr 3.

GEO 308/GEO 508/GEO 608 GIS Applications I
Students are introduced to vector-based geographical information systems (GIS). Topics include overviews of geospatial technologies, spatial analysis, GIS data, system operation, the interpretation of results, and professional practices. The course comprises a weekly lecture and laboratory. Students are evaluated with tests, laboratory assignments, and on the basis of a substantial project. Cr 3-4.

GEO 320/GEO 520 Conservation of Natural Resources
This course examines the geographical approaches to natural resource use and management. It will offer the study of the geographic distribution and physical attributes of natural resources, their role in economic development, and the socio-political factors governing decision making about their use. Management strategies for forests, soils, wetlands, and energy resources are assessed. Recommended prerequisites: GEO 101, GEO 102, or GEO 103. Cr 3.

GEO 340/GEO 540/GEO 640 Digital Mapping
Students are exposed to the latest digital survey gear and integrated techniques with applications in geoscience, geography, and environmental science. Instrumentation includes both static and real-time kinematic GPS (global positioning system) and autolock servo-driven electronic total station. Detailed precision survey data are combined with geo-referenced maps and imagery in GIS software. Prerequisites: introductory course in GEY, GEO, or ESP, and additional 200-level course in any of the above areas. Cr 4.

GEO 370 Maps, Territory, Power
Modern mapping developed in concert with modern states and empires, as administrators have sought to understand and control provinces and regions. This course explores the roles of maps in creating, consolidating, and communicating knowledge of, and control over, territory. The course focuses on the West, including the U.S., and especially on the role of the state in the development of modern cartography, GIS, and modern GIS databases. Comparative studies will be made of “state” mapping practices in the classical (Hellenistic and Roman) era, medieval Europe, and traditional Asia (SW Asia, India, China, Korea, and Japan). Also considered is the role of mapping in resistance to exertions of state power. This course uses the rare and reference collections of USM’s Osher Map Library and Smith Center for Cartographic Education [OML] — together with online resources — to explore the interrelations of maps, territory, and power. Cr 3.

GEO 395 Topics in Geography
This course provides in-depth analysis of relevant topics not available in regular course offerings. The topics vary depending upon current issues of significance and the special background of the instructor. May be repeated for credit when topics vary. Cr 3-4.

GEO 408/GEO 518/GEO 618 GIS Applications II
Students explore the use of geographical information systems (GIS) in research and professional environments. Building upon knowledge and skills developed in GEO 308, students design and execute a substantial project. Project design focuses on generating hypotheses, planning time lines and individual work assignments, and identifying technical and data resources. Projected execution is undertaken using a variety of raster, vector, and graphical user interface (GUI) software, as appropriate. Prerequisite: GEO 308/GEO 508/GEO 608 or permission of instructor. Cr. 3-4.

GEO 438/GEO 538/GEO 638 Independent Study in GIS
Students will work closely with a faculty member to develop and complete a course of study in a specialized aspect of GIS or remote sensing.

Variable credits will be offered. Prerequisite: GEO 308/GEO 508/GEO 608 or instructor permission, and program approval. Cr 1-3.

GEO 445/GEO 545/GEO 645 Drone Mapping
This course will introduce students to the use of sUAS (small unmanned aircraft systems), known as remote-controlled quadcopter drones, as the latest digital mapping tool available today. Drone-based overlapping photo sets and the latest photogrammetric software are used to generate custom high resolution orthomosaic maps and 3D models. Tools and techniques will be combined in a precision drone mapping project targeting a local area field site. Prerequisites: GEO340/GEO540/GEO 640 or permission of instructor. Cr 3.

GEO 448/GEO 548/GEO 648 GIS Internship
Students work with a public agency, private firm, municipality, nonprofit organization, or research unit, using geospatial technology to complete a clearly defined project under the direct supervision of an on-site professional. A USM faculty advisor who is directly involved with USM GIS oversees the internship. At the course's conclusion, students submit a portfolio including a log, samples of the work completed, and an evaluation from the on-site supervisor. Prerequisite: GEO 308/GEO 508/GEO 608, or instructor permission, and program approval. Cr 1-3.

GEO 455/GEO 555 Gender, Race, and Class in the City
This course will focus on the relationships among gender, race, and class and urban spaces in twentieth century U.S. cities. The course will explore how urban spaces reflect and perpetuate different relations of power, inequality, and identity. First, we explore how different frameworks for urban analysis help to explain the social and spatial organization of U.S. cities. We will develop a framework for urban analysis that integrates race, class, and gender, and draws upon the geographic concepts of place and scale. Second, we will apply our integrated framework to contemporary metropolitan processes and problems. Prerequisite: GEO 302 or permission of instructor. Cr 3.

GEO 458/GEO 558/GEO 658 Research Applications in GIS
This course is a workshop in spatial analysis in which students undertake an original research project. The objective of the course is to generate a product which meets professional standards for publication or presentation at a professional meeting, allowing students to build resumes and gain exposure to a professional audience. A variety of software will be used in the course, as projects demand. The starting point will be the open-source geospatial analysis software GeoDa. This tool provides state-of-the-art methods for geospatial analysis, spatial econometrics, and geo-visualization. Topics covered will include: exploratory spatial data analysis, spatial autocorrelation statistics for aggregate data, basic spatial regression analysis for point and polygon data, univariate and multivariate local cluster maps, principal components analysis, k-means, hierarchical clustering, and spatial econometrics. Prerequisites: GEO 308/GEO 508/GEO 608 or permission of instructor, and GEO 408/GEO 518/GEO 618 (previous completion or concurrent registration). Cr 3.

GEO 481/GEO 581 Megacities and Global Planning Issues
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.

GEO 495 Topics in Geography
This course provides in-depth analysis of relevant topics from the perspective of an economic, political, cultural, regional or other focused approach to geographic study. The topics vary depending upon current issues of significance and the special background of the instructor. Research papers are required. Prerequisite: permission of Department. Cr 3.

GEY

GEY 100 Volcanoes, Earthquakes & Moving Plates
This course is an introduction to minerals, rocks, and the processes that have continually shaped the earth over hundreds of millions of years of geologic history. The course also explores how the movements of crustal plates generates earthquakes, volcanoes, continental rifting, sea floor spreading, subduction, and continental-scale mountain ranges. For core science course credit, registration in one of the following: GEY 101 or GEY 106 is required; concurrent registration is recommended. Cr 3.

GEY 101 Lab Experiences in Geology
This course has weekly lab sessions will focus on the basic skills of mineral identification, rock classification, and interpretation of topographic and geologic maps. Field trips to local geologic sites of interest will help illustrate rock types and geologic processes that shape our world. Traditional map, compass, and modern GPS techniques will be utilized. For core science course credit, registration in one of the following: GEY 100, GEY 103, or GEY 105 is required; concurrent registration is recommended. Cr 1.

GYA

GYA 215 Culture and Place
This course provides an introduction to the ways in which basic principles of ethnography, ethnohistory, and material culture studies can be used to understand the cultural landscape. Normally offered during either the Winter Session or the Summer Session, the course will usually be conducted in a setting outside Maine. The emphasis will be on collaborative research skills, understanding of other cultures, and appreciation of

the interrelationship of anthropology and geography. Cr. 3-6.

GYA 300 Archaeology Field School
The summer field school is designed to combine training in research methods of archaeology and geography. Students will receive intensive training in methods of site survey excavation and materials analysis. Several weeks will be spent at selected sites, mapping features and landscape features, and investigating potential food resources in site areas. This will be followed by some laboratory analysis of recovered materials. This course may be repeated twice with the permission of the instructor. Cr 3-6.

GYA 350 Internship in Applied Geography-Anthropology
Internships offer the student practical experience in working with public agencies, private firms, and municipalities engaged in applied geographical-anthropological activities including, but not limited to, planning, transportation, delivery of human services, and natural resources. A written contract will be drawn up by advisor and student for each internship, specifying the number of credits sought and work required for these credits. As a general rule, internships will require at least eight hours of actual work per week. Interns will be expected to meet at least once every two weeks with instructor to discuss experiences and/or problems. In addition, a major paper will be required from each student intern discussing an aspect of the internship or the work performed during the internship. Prerequisite: junior or senior standing in Geography-Anthropology and permission of instructor. Offered pass/fail only. Cr 1-6.

GYA 400 Independent Study in Anthropology or Geography
The Department faculty offers independent study in a topic in anthropology or geography for upper-level students (junior and senior status). Students must have had at least one course from the faculty member supervising the independent study; the proposal is subject to departmental approval. Prerequisite: permission of instructor. Variable credits will be offered.

Public Health Overview

Public Health Overview

Associate Professor: Joly; Assistant Professor: Ziller (chair); Associate Research Professor: Huston, Jonk, Lichter; Assistant Research Professor: Ahrens, Paulu; Practice Faculty: Sahonchik, Tupper; Emeriti: Bolda, Coburn; Administrative Specialist: Fox.

BS IN PUBLIC HEALTH

Public health is defined as the science of protecting and improving the health and well-being of diverse populations. Public health draws upon theory and evidence from multiple disciplines to identify the causes of poor health and address those causes through organized community efforts. It includes a strong emphasis on preventing illness, addressing health disparities, and using health data. Studying public health will provide you with an understanding of the individual, social, organizational, and structural determinants of health, and give you tools to intervene at different system levels to help people and communities become healthier.

The BSPH introduces students to the history and core concepts of public health and its role in U.S. and international health systems. Students will gain knowledge of public health theory and approaches, as well as the skills necessary to apply this knowledge in entry-level professional public health roles across Maine. Through the culminating 120-hour field experience, students will work on public health projects within their communities that integrate their learning and provide valuable experience in public health planning and program delivery.

The BS in public health will prepare you for early career, entry-level positions at local health departments, businesses, social service agencies, health systems, nonprofit community organizations, hospitals and more. The degree also provides a strong foundation for graduate programs in multiple fields, including USM's Master of Public Health (MPH), other graduate health training programs, public policy, and law.

BS in Public Health

Description

Public health is defined as the science of protecting and improving the health and well-being of diverse populations. Public health draws upon theory and evidence from multiple disciplines to identify the causes of poor health and address those causes through organized community efforts. It includes a strong emphasis on preventing illness, addressing health disparities, and using health data. Studying public health will provide you with an understanding of the individual, social, organizational, and structural determinants of health, and give you tools to intervene at different system levels to help people and communities become healthier.

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The BS in public health will prepare you for early career, entry-level positions at local health departments, businesses, social service agencies, health systems, nonprofit community organizations, hospitals and more. The degree also provides a strong foundation for graduate programs in multiple fields, including USM's Master of Public Health (MPH), other graduate health training programs, public policy, and law.

Program Requirements

Credit Hours: The BS in public health requires 35 credits in public health courses plus 9 credits in approved electives, and a required introductory statistics course for a ***total of 48 credits*** (exclusive of USM Core Curriculum requirements). Several required public health courses, the required courses from other departments, and some of the approved electives may also be used to satisfy the Core curriculum requirements as appropriate.

Required Courses:

Public Health Courses (35 credits):

BPH 101 Introduction to the U.S. Health System*

BPH 160 Biology of Human Health*

BPH 161 Biology of Human Health Lab (1 credit)*

BPH 201 Foundations of Public Health

BPH 205 Health Communication and Marketing

BPH 210 Health Disparities and Social Justice*

BPH 315 Population Health Improvement

BPH 320 Methods of Public Health Research

BPH 337 Introduction to Epidemiology (SBS/SCI 337)

BPH 339 Topics in Public Health (MPH 539)

BPH 450 Analysis of Public Health Data with Lab (4 credits, MPH 550)

BPH 499 Field Experience*

**We expect this course will also fulfill a USM Core Curriculum Requirement*

Required Course (pick one) from Other Departments (4 credits):

MAT 120 Introduction to Statistics

LOS 120 Introduction to Statistics

Approved Electives (select three for 9 credits):

ANT 232 Anthropology of Sex and Gender

ANT 233/TAH 263 Food and Culture

ANT 302/SBS 308 Medical Anthropology

ANT 315 Ethnographic Methods

ESP 220 Introduction to Environmental Policy

ESP/PHI 212 Environmental Ethics

ESP 375 Environmental Risk Assessment & Management

FSP 210 Food and the Environment

FSP 320 Poverty and Hunger

GEO 308 GIS Applications I

PSY 368 Health Psychology

REC 314 Wellness Education and Counseling

SBS/SCI 351 Emerging Infectious Diseases: From AIDS to Zika

SBS 304 Food, Culture, and Eating

SCI/SBS 209 Human Genetics

SCI 315 Environmental Health

TAH 222 Food and Beverage Management

TAH 299 Wellness Tourism

Additional three credit electives relevant to public health and offered at the 200-level or higher will be considered based on student request.

Grade Policy: Students must achieve a 2.0 grade point average and grades of C- or better in all courses that count toward fulfillment of the major requirements. Students will be placed on academic probation for failure to maintain a minimum cumulative GPA of 2.0. Students failing to rectify the GPA deficiency within a one-year probation period will be removed from the BS in public health major and from their status as a student within the Department. Upon rectifying the GPA deficiency, students can reapply for admission into a Departmental major.

Graduation Requirements: Students will graduate with a bachelor of science in public health when following requirements are satisfied:

- Minimum cumulative GPA of 2.0
- Completion of all University Core curriculum requirements
- Completion of all BSPH required coursework with minimum grades of C-
- Completion of 120 credits

Transfer Policy: Please check with the chair of Public Health regarding transfer policies and accepted courses.

For all baccalaureate degrees at the University of Southern Maine, a minimum of 30 credits hours, including at least nine hours in the major, must be completed while matriculated in the school or college from which the degree is sought. A student may earn no more than six of these 30 credit hours at another campus of the University of Maine System. In addition, 30 of the final 45 credits of a student's degree program must normally be completed at USM.

Prior Learning Assessment

The Office for Prior Learning Assessment (PLA) at USM believes that students should be rewarded for knowledge acquired outside the traditional classroom if it fulfills the academic criteria set forth and evaluated by the USM faculty. PLA is a process that builds a bridge between students' practical, applied learning experiences and their theoretical, college-level knowledge. There are several pathways across this bridge: testing options, credential reviews, military evaluations, and academic portfolio development, paving the way to academic credit where appropriate. Proof of competency rests with the student. Transcripts older than twenty years cannot be used for credit. For further details regarding credit options, students should contact the Office for Prior Learning Assessment at http://usm.maine.edu/pla .

Public Health Course Descriptions

Public Health COURSE DESCRIPTIONS

BPH 101 Introduction to the U.S. Health System

Compared to other industrialized countries, the U.S. health system presents a series of contradictions. We lead in medical advances and state-of-the art technology, but live shorter lives. We make extensive investments in health care resources, yet fail to provide basic universal access to medical services. This course is designed to provide students with an introduction to the health system in the United States, including the structure and function of its various private and public components. Students will learn about the history, characteristics, workforce, services, costs, policy context, and future of health care in the U.S. Cr 3.

BPH 160/161 Biology of Human Health

This course examines basic human disease concepts and explores these concepts through a biomedical public health perspective. Main topics of study include the causes of human disease, modes of disease transmission, and major diseases that currently contribute to the global burden of disease. Contemporary public health issues in the study of human disease, including chronic disease, vaccination, antibiotic resistance, and the threat of global pandemics will be explored. Note: this course is equivalent to the Natural and Applied Sciences course SCI 130. Cr. 3 plus Lab, 1 Cr.

BPH 201 Fundamentals of Public Health

This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. Trends, successes and challenges from a population perspective will be discussed as well as various tools and techniques used to address public health issues. Cr 3.

BPH 205 Health Communication and Marketing

This course focuses on the use of health communication strategies, models, and theories that enhance the delivery of public health programs in various settings. The course introduces students to health communication theory and social marketing strategies to create effective, evidence-based, culturally appropriate health communication messages and campaigns. Cr 3.

BPH 210 Health Disparities and Social Justice

Is health a human right? If so, what role does society have in ensuring that every person has an equal opportunity to health? This course develops students' understanding of health disparities across social, economic and cultural groups as well as strategies to reduce those disparities. Students learn how the marginalization of populations based on race, ethnicity, class, gender and gender identity, sexual orientation, religion, immigration status and other factors affects health behavior and health status. Through a framework of social justice, the course considers how a more equitable distribution of social, economic, and political resources can address the social determinants of health and achieve health equity. Cr 3

BPH 315 Population Health Improvement

Public health is fundamentally tasked with improving the health of groups, communities and populations. Students learn participatory approaches for planning and implementing health programs to improve population health in a variety of community-based settings. This course emphasizes professional ethics, needs assessment, the use of evidence in program design, capacity- and coalition-building, proposal writing, and implementation of initiatives to prevent disease and promote healthy living and behavior. Prerequisite: Fundamentals of Public Health (BPH 201). Cr 3.

BPH 320 Methods of Public Health Research

This course teaches the fundamentals of public health research design and the common issues that may arise when trying to study public health topics, including ethical considerations. It provides an introduction to quantitative, qualitative, mixed method and participatory approaches to research. The course builds skills for conducting public health research and evaluation using the course textbook, public health articles and class discussion. Prerequisites: Fundamentals of Public Health (BPH 201) and any introductory statistics course (e.g., MAT 120 or LCC 120). Cr 3.

BPH 337 Introduction to Epidemiology (SBS/SCI 337)

This seminar course introduces the student to epidemiology as a utility for the establishment and maintenance of public health. In essence, epidemiology involves the observation and statistical analysis of the occurrence of health and disease in human populations. This science informs the practice of preventive health/disease control and the formulation of public health policy. Seminar topics will be drawn from both infectious and chronic disease epidemiology ranging from the historical plagues such as the Black Death to the modern plagues of AIDS, cancer, and obesity. Recommended Prerequisites: Introductory biology and statistics. Cr 3.

BPH 339 Topics in Public Health (MPH 539)

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.

BPH 450 Analysis of Public Health Data with Lab (MPH 550)

This course gives students practical experience using common public health datasets to identify public health problems and/or understand the risk factors associated with poor health behaviors or outcomes. Students will identify public health topics of interest and select from several approved datasets to address a research question. Working individually and in teams, students will use statistical analysis software to access, analyze, and interpret public health data. The course will also emphasize effective strategies for presenting and communicating about data. Prerequisite: Methods of Public Health Research (BPH 320). Cr 4, including statistical software lab.

BPH 499 Field Experience

The Field Experience offers experience-based learning in a healthcare or public health organization. Students work in community settings in organizations delivering and planning health or public health services on jointly developed projects or assignments based on the student's interests and the organization's needs. Sites include state or local public health agencies, hospitals, medical practices, clinics, special problem clinics and facilities, and environmental programs and services. In addition to 120 hours of direct work at the field experience site, students complete a written product that documents their learning. Prerequisite, senior standing and permission of the BSPH program. Cr 3.

Tourism and Hospitality Overview

Program Chair: Tracy Michaud, 307 Masterton Hall, Portland

Full-time Faculty Teaching in Program: Assistant Professor: Michaud (Tourism and Hospitality); Professors: Pavri (Geography-Anthropology), Sanford (Environmental Science)

Part-time Faculty Teaching in Program: Instructors: Braathe, Cooke, Furhmann-Simmons, LaSalle, Lewis, Sewell, Zider

The Program in Tourism and Hospitality (TAH) is designed for students who have an interest in tourism, travel, and hospitality management as well as those currently employed in the hospitality industry, or who are considering working in this growing field. The program offers a Bachelor of Arts in Tourism and Hospitality, featuring a broad array of courses, specialized concentrations in key career areas and subjects of interest, and faculty whose expertise touches on many aspects of tourism and hospitality. The program also offers a minor in Tourism and Hospitality, and certificates in Event Planning and in Tourism Development and Planning.

The Program in Tourism and Hospitality draws upon faculty and courses from several departments and colleges throughout the University of Southern Maine, with engaging courses taught by a core of USM faculty, and tourism and hospitality courses taught both by USM faculty and by qualified part-time faculty with extensive experience in the tourism industry. Courses are available both on campus during day and evening hours and in online and blended formats. Professional experiences, including international travel courses, immersion classes, internships and practicums, provide critical, real-world experience for students in various aspects of hospitality management, and tourism planning.

BA in Tourism and Hospitality

Description

The Bachelor of Arts in Tourism and Hospitality is an interdisciplinary degree designed to prepare and develop future leaders to creatively think and problem solve within the tourism and hospitality management field through applied, real world learning experiences.

The 39-credit major provides a solid and comprehensive academic foundation for all students, both experienced professionals and those new to the field. It draws upon the social and natural sciences, recreation, business, and planning disciplines to provide an integrated understanding of hospitality management and tourism as a global industry and source of economic, environmental and social change. Graduates of the BA in Tourism and Hospitality bring to their careers and the community an understanding of the local, regional, and global implications of the sector, including its impact on communities and places and its prominent role in cultural contact, exchange, and learning as well as a strong hospitality skill set, developed through hands-on, industry-based, project learning.

The Specific Learning Goals of the Tourism & Hospitality Major are:

- Students will understand the local and global implications of tourism and the role tourism plays in the economy, communities, nature, and culture as well as foster the ability to apply this knowledge to real word industry issues, policy, planning, and destination development. (Sustainable Tourism Innovation and Development Concentration)
- Students will develop a strong hospitality management skill set focused on professional practices through hands-on work in collaboration with the Maine Tourism Industry. (Hospitality Management concentration)
- Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.

To accomplish this students may select one or both specialized concentrations:

- Hospitality Management
- Sustainable Tourism Innovation & Development

Students complement these concentrations with electives drawn from a number of disciplines, travel courses, and a capstone experience that allows them to apply their knowledge to a real-world setting or problem. The degree curriculum emphasizes hands-on learning in the classroom and practical knowledge, with faculty from several departments within USM, as well as industry professionals, preparing students to engage directly in this sector in a variety of possible career pathways.

Program Requirements

The BA in Tourism and Hospitality includes seven required courses including a culminating Capstone class and a four-course concentration. Students may complete an additional two classes or the additional concentration to meet the minimum 39 credits for the major. Students must earn a minimum GPA in the major of 2.0, and a grade of C- or better in all major courses. Students may apply a maximum of nine (9) credit hours of internships, independent studies, and travel classes toward the major. Unless specific articulation agreements have been developed with an institution, students may also apply up to 18 credits of transfer courses from other institutions toward the BA. All students must meet with their advisors before registering for courses each semester.

Required Courses

All TAH majors must complete these required courses:

- TAH 101 Introduction to Tourism & Hospitality
- TAH 150 Professional Practices Immersion in Tourism & Hospitality
- TAH 221 Hospitality Management
- TAH 241 Sustainable Tourism Development
- TAH 301 Global Issues in Travel & Tourism
- TAH 409 Capstone (includes at least a 150 hr internship or relevant industry work experience requirement for a 3 credit capstone. If student takes this for 6 credits, it means student only has to do one 3-credit elective instead of two)
- TAH 415 Trends and Innovation in Tourism and Hospitality

Concentrations

Each student must complete at least one four-course concentration to develop knowledge and proficiency in an area that reflects his or her interests and career goals. If student chooses to complete the second concentration, student is not required to complete the 2 electives for the major. Students may also complete a TAH certificate in event planning and tourism development.

The following are general descriptions and requirements of the two concentrations. Course descriptions for TAH classes are found in the Course Descriptions section. Descriptions for non-TAH classes in each concentration can be found in the descriptions of those programs.

A) Hospitality Management (12 credits)

The learning goals for students in this concentration is that they will develop a strong hospitality management skill set focused on professional practices through hands-on work in collaboration with the Maine Tourism Industry. Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.

Required courses:

TAH 222 Food and Beverage Management

TAH 321 Lodging Operations & Systems

TAH 422 Hospitality Law and HR

TAH 424 Hospitality Financial Management

B) Sustainable Tourism Innovation & Development (12 credits)

The learning goals for students in this concentration is that they will understand the local and global implications of tourism and the role tourism plays in the economy, communities, nature, and culture as well as foster the ability to apply this knowledge to real word industry issues, policy, planning and destination development. Students will be prepared for future leadership roles in the global tourism and hospitality industry developed through hands-on, industry-engaged, real world learning.

Required Courses:

TAH 211 Tourism Entrepreneurship

TAH 312 Tour Planning and Development

TAH 432 Sustainable Tourism Policy and Planning

Choose 1 of the following courses:

TAH 261 Cultural Tourism

TAH 250 Nature Tourism

TAH 361 Local Food and Agritourism

TAH Major Electives (6 credits)

****choose 2 courses (each 3 credits) that student has not taken, at least 1 class in TAH and 1 at the 300 level or above ****

TAH 224 Off-Site Catering

TAH 226 Wellness Tourism

TAH 228 Introduction to the Craft Beer Sector

TAH 264 Culinary Tourism

TAH 299 Topics in Tourism & Hospitality

TAH 302 Tourism Research Methods

TAH 305 Culture and Communication in the Travel Industry

TAH 307 Travel Class

TAH 309 Internship

TAH 311 Event Management

TAH 320 Green Meetings and Events

TAH 331 Sustainable Hospitality Management

TAH 399 Advanced Topics in Tourism & Hospitality

TAH 426 Beverage Operations

TAH 497 Independent Study in Tourism & Hospitality

TAH 499 Seminar in Tourism & Hospitality

(Students may use one related course from outside TAH, usually in GEO, ANT, BUS, ESP, REC as a major elective with faculty approval.)

Second Concentration and/or Electives

Students have the option of completing two TAH electives or a second concentration to complete the 39 credits toward the major (Note: completing both TAH concentrations will require more than the 39 minimum credits). If students choose the electives option, at least 1 class needs to be in TAH and 1 at the 300 level or above.

School of Business Credit Restrictions

The USM School of Business has limitations on the number of Business courses (including certain Economics courses) that non-Business majors may take. In general, non-business majors may take a maximum of 30 credit hours in ACC, BUS, FIN, and RMI courses, plus ECO 101, 102 and 310. Students completing concentrations in the Tourism and Hospitality program that use these courses would count them toward the 30-credit hour maximum. Students may also apply for admission into one minor in the School of Business and use up to one-third of the credits in their minors toward the Tourism and Hospitality major.

Thirty-Credit Rule

For all baccalaureate degrees at the University of Southern Maine, a minimum of 30 credits hours, including at least nine hours in the major, must be completed while matriculated in the school or college from which the degree is sought. A student may earn no more than six of these 30 credit hours at another campus of the University of Maine System. In addition, 30 of the final 45 credits of a student's degree program must normally be completed at USM.

Minor in Tourism and Hospitality

Description

The Minor in Tourism and Hospitality provides an overview of tourism, or travel for leisure, culture, and other non-work purposes, and hospitality, the provision of services to travelers. Students design their own program of study that reflects personal interests and career goals. The Minor in Tourism and Hospitality is an excellent complement to majors that study cultures, languages, history, international relations, business, and the environment.

Program Requirements

The minor requires completion of at least five TAH courses (minimum 15 credits) with a grade of C- or better in each course. At least one course must be 300-level or higher. Students may complete one three-credit TAH internship and/or capstone class. One course (three credits) may overlap with the student’s major, and up to six credits may be courses from other institutions that transfer as TAH courses at USM.

Certificate in Event Planning and Management

Description

The Certificate in Event Planning and Management (CEPM) provides students with a comprehensive understanding of the field of event planning, with specific courses tailored to individual student needs and interests. Students may select from a range of electives related to the planning, management and promotion of meetings, sporting events, festivals, and other types of events. Instructors include both full-time USM faculty as well as working event planners, marketers, and other experienced professionals. Coursework will be capped by a professional experience that allows students to apply their knowledge within a business or organization environment, helping to plan, manage, and promote actual events.

Program Requirements

Completion of 12 credits as described below with a grade of C- or better in each course. As part of at least one of their courses in the certificate, students must complete a project that involves original research, service learning, and/or professional experience directly related to the certificate. The certificate coordinator will assist the student with selection of a project that meets the student's personal goals and interests. There is no particular sequencing of courses as long as course prerequisites are satisfied. Waiver of prerequisites will be done on a case-by-case basis.

Complete one of the following:

- TAH 311 Event Management
- BUS 316 Sport Event Management

Then complete three from the following that you have not already taken, selecting at least one from each prefix. One course may be a 3-credit professional experience.

- TAH 224 Off-site Catering
- TAH 309 Internship
- TAH 311 Event Management
- TAH 320 Green Meetings and Events
- TAH 409 Capstone
- TAH 426 Beverage Operations
- BUS 311 Sport Marketing
- BUS 313 Sport Facility Management
- BUS 316 Sport Event Management
- BUS 317 Sport Sponsorship & Sales

Certificate in Tourism Development and Planning

Description

The Certificate in Tourism Development and Planning provides professional training in the theory and practice of economic development based on tourism attractions and services. While designed to meet the needs of those engaged in economic development and planning, it is open to all students, including those enrolled in the Tourism and Hospitality degree. Courses examine tourism from community and regional perspectives and prepare students to work for and with town offices, state agencies, other government and non-government entities, and businesses to develop, plan, and market tourism destinations and attractions. Case studies and projects allow students to learn from and apply their knowledge to real-world situations in Maine and beyond.

Program Requirements

Completion of 12 credits as described below with a grade of C- or better in each course. As part of at least one of their courses in the certificate, students must complete a project that involves original research, service learning, and/or professional experience directly related to the certificate. The certificate coordinator will assist the student with selection of a project that meets the student's personal goals and interests.

All students must complete the following course:

- TAH 241 Sustainable Tourism Development

Students then select three of the following courses, at least one of which must be at the 300 level or higher, and one of which must include a research, service, or professional project

- TAH 211 Tourism Entrepreneurship
- TAH 250 Nature Tourism
- TAH 261 Cultural Tourism
- TAH 312 Tour Planning and Development
- TAH 361 Local Food and Agritourism
- TAH 432 Sustainable Tourism Policy and Planning

Students may select one of the following courses in place of one elective above.

- ESP 200 Environmental Planning
- ESP 305 Community Planning Workshop
- GEO 203 Urban & Regional Development
- GEO 209 Introduction to Land Use Planning
- GEO 210 Planning Maine Communities

Tourism and Hospitality Course Descriptions

TAH 101 Introduction to Tourism & Hospitality
This course is an introduction to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course covers a broad range of topics related to the travel experience, from tourism as an industry to the impacts it has on communities and places, as well as on travelers themselves. Students will also be introduced to key elements of the hospitality industry and opportunities for employment within this industry. This course is required of all TAH majors. Cr 3.

TAH 150 Professional Practices Immersion in Tourism & Hospitality
This course is designed to teach basic professional practices for the hospitality industry in an intensive weekend format and to foster a sense of community among participants. The course includes components on customer service, writing and email etiquette, public speaking, leadership in tough situations, meeting and classroom etiquette, networking, communication skills, interviewing skills, and resume building. Students will explore tourism and hospitality internship and career options and form the basis for a network in developing professional relations. This course is required for all TAH majors. Prerequisites: TAH major or minor; or permission of the instructor. Cr. 3

TAH 211 Tourism Entrepreneurship
This course studies entrepreneurship in the tourism industry. Students will learn to identify and develop potential products as well as plan and promote tourism and hospitality businesses. Understanding markets, customer demand, pricing, finances, marketing, sales, and operations of new ventures will all be explored through the business planning process. Case studies and field trips engage students with local entrepreneurs who have taken their ideas and created successful tourism-based businesses. Students will gain experience in innovation and creation of their own business or new tourism product. Cr 3.

TAH 221 Hospitality Management
This course introduces students to fundamental concepts of management related to the tourism and hospitality industry. Topics include financial management and accounting, human resource issues, hotel and resort management, and food and beverage management. Examples from Maine and New England illustrate key principles and guidelines. Students will be introduced to standards, practices, regulations and laws in the tourism and hospitality industry. Cr 3.

TAH 222 Food and Beverage Management
This course covers basic management principles and practices for the food and beverage service industries, such as preparation, safe food handling, budgeting and operations, menu development, human resources, marketing, catering and event planning. Instructors and guest speakers from industry will offer expertise and guidance on day-to-day management, strategic planning, and other areas of restaurant and food service management. Cr 3.

TAH 224 Off-site Catering
The catering and special events industries are among the fastest-growing segments within the hospitality industry. This course focuses on off-premise catering for social and business functions, and the management of large-scale independent events, such as sporting events, weddings, and festivals. Students will plan and execute an event. Cr. 3.

TAH 226 Wellness Tourism
This course provides an overview of wellness tourism by looking at the seven unique areas of wellness including physical, psychological and spiritual activities. This course will investigate global and financial impacts of wellness tourism and provide an opportunity for students to engage in wellness activities outside the classroom. Cr. 3

TAH 228 Introduction to the Craft Beer Sector
Introduction to brewing basics and associated processes, from raw materials to final product; history of brewing and brewing science; types of beer worldwide; world beer markets; beer quality basics. Introduction into the craft beer tourism sector in Maine. Basic serving skills will be introduced as well as beverage costing methods. Cr. 3

TAH 241 Sustainable Tourism Development
Students learn about tourism as a tool for economic and community development and the impacts it can have on a community's sense of identity, control, and wellbeing. Topics linking community development theory to tourism and hospitality development include economic development;

social and cultural impacts; strategic planning; stakeholder theory; first impression analysis; community participation; destination life cycles; marketing and promotion; and social conflict resolution. Students engage with local communities to do real tourism development work as part of the learning process. Cr 3.

TAH 250 Nature Tourism
This course looks at tourism products involving nature-based environments and activities, including the importance of this sector in Maine. Students will learn about different natural environments and various types of outdoor activities including “soft” and “hard” adventure tourism, consumptive and non-consumptive forms of recreation, and emerging areas such as extreme adventure. Issues of sustainability, accessibility, risk, and destination planning and management will be explored. Students will learn from guest speakers and possible field trips to explore adventure tourism sites and activities in Maine. Cr 3.

TAH 261 Cultural Tourism
This class explores the many dimensions of cultural tourism, including how arts, crafts, local heritage, history, and other elements of culture can be incorporated into tourism planning and development. Topics include the meaning, value, and potential tourism roles of historical sites and monuments, festivals and events, local art and artisans, archaeological and cultural heritage sites, and museums and educational institutions. Issues such as cultural identity and representation, authenticity and commoditization will be analyzed. Cr 3.

TAH 264 Culinary Tourism
Culinary tourism, also called gastronomic tourism, is an increasingly popular form of travel involving consuming, purchasing, creating, and learning about foods and beverages and their associated histories and cultures. This course is a survey of the wide variety of culinary tourism activities available in different regions and countries. It also provides an introduction to the creation and marketing of food and beverage-related tourism experiences. Students will have the opportunity to experience culinary tourism and meet industry professionals who have created events and destinations for culinary tourists. Cr 3.

TAH 299 Topics in Tourism & Hospitality
Courses with this designation include special topics in various aspects of tourism and hospitality, offered on a one-time or experimental basis. This designation may also include courses that are cross-listed with other majors at USM and taught by faculty from those programs. Specific titles and course descriptions for upcoming courses can be found in MaineStreet and in the advising section of the TAH program website. Cr 3.

TAH 301 Global Issues in Travel & Tourism
As one of the world's largest industries, and one that brings travelers and host communities into close contact, tourism and travel are rife with challenges. This course delves into these issues from a social science perspective, showing how tourism affects travelers and communities in complex ways, from commoditization of art forms to sex tourism, drug use, and changes in local economies and culture. It also explores the connection of tourism to global issues such as infectious diseases, climate change, and terrorism. This course is required of TAH majors. Cr 3.

TAH 302 Tourism Research Methods
Students learn to conduct tourism-related research using a variety of methods from anthropology and related fields, including interviewing, observation, and surveys. The course also explores issues of research ethics, such as working with human populations and protecting sensitive data. Students will work individually or in teams on one or more projects related to tourism planning, development, evaluation or impacts. Cr 3.

TAH 305 Culture & Communication in the Travel Industry
This course explores the challenges of communication between people from different cultures in the context of travel and tourism. Specific topics include the role of cultural patterns, verbal and nonverbal codes in interpersonal relationships; obstacles to effective intercultural communication; causes of and ways to avoid or manage intercultural conflict; and skills necessary for cultural adaptation and coping with culture shock. This class is valuable for anyone planning to work in travel, hospitality or related fields. Cr 3.

TAH 307 Field Study in Tourism & Hospitality
This travel course involves travel to one or more sites inside or outside of Maine and combines tourism activities with research, active learning, and/or community engagement. Actual courses will vary and may be taught by USM faculty, outside instructors, or a combination. Courses may focus on ecotourism, community development, cultural tourism, sustainable tourism, volunteer tourism, or other areas. Students may also attend an external field course they have identified and which their TAH advisor agrees meets the goals of this course. Cr 3-6.

TAH 309 Tourism & Hospitality Internship
Students complete a professional experience in the tourism and hospitality industry, such as in lodging or food service, attractions, transportation, retail, marketing and promotion, or travel services. The nature of the experience would be detailed in advance, and the student would work with a faculty advisor to update them on their activities on a regular basis and provide a final report and evaluation. Prerequisites: TAH major or minor; permission of supervising faculty. Cr 1-6.

TAH 311 Event Management
Festivals, meetings, conferences and special events are an important part of the tourism sector. In this class students, through work on a real event, will learn how to plan and manage events, and explore ways of promoting and marketing events that respect local traditions and celebrate community assets. Students will also be introduced to various types of events including food and music festivals, sporting events, conferences and meetings, and celebratory events such as weddings and reunions. Students will be immersed in the work of event planning and meet real planners

and promoters. Cr 3.

TAH 312 Tour Planning & Management
This course builds skills in the creation, planning, and oversight of group-based travel such as packages and charter tours. Students will investigate various types of travel packages and how tour companies, travelers, host communities, and indigenous cultures intersect in the travel and tour planning and management process. With a community partner, students will apply their knowledge and skills to the creation of Maine-based group travel tours. Cr 3.

TAH 320 Green Meetings and Events
This course is designed to provide an overview of sustainable event management and to show the ways in which environmental and responsible practices are impacting meetings and events, hospitality, and tourism industries. Topics will include pollution, waste management, transportation, carbon calculation, environmental design, sustainable venues, ethical catering, social responsibility, and marketing. Cr 3.

TAH 321 Lodging Operations & Systems
This course examines operating procedures and systems for managing various types of lodging facilities, including hotels, resorts, and inns. Topics covered include front desk operations, reservation systems, housekeeping and maintenance, inventory management systems, guest policies, internal and external communication, human resources, and security and risk management. Prerequisite: TAH 101 or TAH 221, or permission of instructor. Cr 3.

TAH 331 Sustainable Hospitality Management
This course focuses on the application of sustainability principles and techniques to the planning and management of tourism and hospitality businesses. It is taught by faculty experienced in designing and implementing sustainable hospitality guidelines, and will take students through the steps of assessing planned or existing businesses and making these businesses more sustainable. Certification guidelines for sustainable businesses will be examined, and students will have the opportunity to do audits or other exercises to apply their knowledge in actual industry settings. Cr 3.

TAH 361 Local Food & Agritourism
This class explores where our food comes from and how it is produced within the context of the growing local food movement. It also examines the parallel increase in agritourism, which involves agricultural businesses diversifying to sustain traditional farm practices, educate the public, and attract visitors. Various agritourism models will be studied, including "farm to fork" businesses that provide local foods to area restaurants. Students will have the opportunity to visit and possibly conduct research with local agritourism businesses. Cr 3.

TAH 399 Advanced Topics in Tourism & Hospitality
Courses with this designation include advanced topics in specialized aspects of tourism and hospitality, offered on a one-time or trial basis. This designation may also include courses that are cross-listed with other majors at USM and taught by faculty from those programs. Specific titles and course descriptions for upcoming courses can be found in MaineStreet and in the advising section of the TAH program website. Prerequisites vary by individual course. Cr 3.

TAH 409 Capstone: Tourism & Hospitality Internship
Students complete a professional internship related to their primary concentration in the major. This might include working for a hotel, restaurant, or other business; for a tourism association or agency; or for a local community engaged in tourism planning and development. Prerequisites: TAH major; permission of supervising faculty. Cr 1-6.

TAH 415 Trends & Innovation in Tourism and Hospitality
Students will be introduced to major trends and innovations in contemporary tourism and hospitality, with a focus on identifying opportunities for Maine and New England. In addition to studying global and national trends in travel, the course will look at specific innovations that create new prospects for tourism in the region or demand for new types of products such as green tourism. Guest lecturers from the tourism industry, and trips to experience innovative products or services, may be employed. Cr 3.

TAH 422 Hospitality Law and HR
This course will teach students how to legally manage a facility and people. This course includes a comprehensive study of the legal aspects of the hospitality industry with an emphasis on compliance and prevention of liabilities. Upon completing this course, the student will be able to demonstrate an informed understanding of the legal aspects of the hospitality industry. Cr 3.

TAH 424 Hospitality Financial Management
This course covers intermediate and advanced topics in hospitality financial management, including accounting for lodging and food service businesses, performance metrics across various hotel types, profit and loss evaluation, topline growth, revenue management, and systems integration. It also provides an introduction to new business evaluation, renovation considerations, STAR reporting, and tax issues. Cr 3.

TAH 426 Beverage Operations
This course introduces the beverage sector, including sensory perception, wine production, labeling, and styles. Planning topics include concept, production, selection, and service of alcoholic and non-alcoholic beverages. The course aims to give a comprehensive understanding of all beverages that may be encountered in the hospitality business. Cr 3.

TAH 432 Sustainable Tourism Policy & Planning
This course provides theoretical understandings of tourism's economic, environmental, and social benefits and impacts on local communities and environments, using case studies to illustrate various types of tourism in several regions of the world. Theories and concepts such as destination life cycles, community planning, impact assessment, destination management, and culture change will be examined. Cr 3.

TAH 497 Independent Study in Tourism & Hospitality
This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of tourism and hospitality. 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 the Tourism and Hospitality major and junior or senior standing. Cr 1-3.

TAH 499 Seminar in Tourism & Hospitality Management
This upper-level seminar covers topics related to aspects of tourism and hospitality, offered on a one-time or trial basis. Expert faculty from industry and academia will share their insights and experiences in managing businesses ranging from hotels and food service establishments to tourism attractions large and small throughout Maine and beyond. Emphasis will be on practical skills and knowledge that students can use in planning and managing businesses or working within the tourism and hospitality industry. Prerequisite: At least one TAH course, or permission of instructor. Cr 3.

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 a range of areas such as, 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. The social work curriculum of the School is accredited by the Council on Social Work Education (CSWE) at the baccalaureate and master's levels. Students who receive a degree from a CSWE-accredited undergraduate program in social work may apply to graduate schools of social work for Advanced Standing status. In most schools, a successfully completed bachelor's degree in social work from a CSWE-accredited institution fulfills the requirements of the first year of the MSW program. It is important to consult individual institutions for their acceptance criteria and procedures, which may vary.

Student Involvement

BSW 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.

BA in Social Work

Description

The Bachelor of Arts in Social Work (commonly referred to as a BSW) prepares the student for professional practice of social work at the entry level. Students with a BSW can become licensed at the LSW level in the State of Maine.

Program Requirements

The major in social work consists of 46 credits in required social work courses. In addition, 30 credits of foundation courses must be completed in other departments. Some of these foundation courses may also be used to satisfy the Core curriculum requirements as appropriate. Students shall not be eligible to repeat a class more than once without the written permission of the director of the School of Social Work.

To major in social work, all students must maintain a 2.5 over all cumulative grade point average, and a grade of C (2.0) or better in all major and foundation classes. In order to prepare for the field work component in the School of Social Work, students must take SWO 393 Methods of Social Work Practice I in the spring semester preceding their field work year.

To qualify for enrollment in SWO 393, students must: 1) have at least 60 credits by the time of completion of the fall semester preceding SWO 393; they must have successfully completed English composition, statistics (MAT 120, PSY 201 or LOS 120), SOC 100, PSY 100, POS 101, ECO 101, HRD/SBS 200 or PSY 220, SWO 201 and SWO 250; and 2) continue with a 2.5 cumulative GPA overall; (3) students must take SWO 365 and SWO 370 as a pre or co-requisite with SWO 393 in order to take the course. For transfer students who have met core requirements, they must take SWO 201 and SWO 250 as pre-requisites, and they need SWO 365 and SWO 370 as pre-requisites or co-requisites with SWO 393. All students are required to maintain the 2.5 GPA and achieve a grade of C or better in all social work and required foundation courses to complete the major. Please see the Student Handbook and Field Work manual on our website (**http://usm.maine.edu/swo**) for additional information about requirements of field work. All required courses with their pre-requisites can be viewed there.

During the field work year which occurs in the student's last academic year, each student is placed in a community social service agency approved by the School of Social Work. Placements begin only in the fall semester and continue throughout the academic year. By the end of the spring semester, each student will have completed 480 hours of field work. All students should refer to School guidelines governing field work for more information and directions.

Required Social Work Courses
Please refer to the BSW course listings for course pre-requisites located at: **http://usm.maine.edu/swo/**
SWO 150 Professional Writing Laboratory for Social Workers
SWO 201 Introduction to Social Work
SWO 250 Introduction to Social Welfare
SWO 333 Social Work Research I
SWO 334 Social Work Research II
SWO 350 Social Welfare Policy
SWO 365 Examining Oppression and Valuing Diversity
SWO 370 Human Behavior in the Social Environment
SWO 393 Methods of Social Work Practice I
SWO 403 Methods of Social Work Practice II
SWO 404 Methods of Social Work Practice III
SWO 411 Field Work I
SWO 412 Field Work II
* 1 SWO Elective

Required Foundation Courses in Other Departments
ENG 100 College Writing
ECO 101 Introduction to Macroeconomics
POS 101 Introduction to American Government
PSY 100 Introduction of Psychology
An introductory statistics course (MAT 120, PSY 201, or LOS 120)
SOC 100 Introduction to Sociology
HRD/SBS 200 Multicultural Human Development
or PSY 220 Psychology of the Lifespan

Three intermediate-level (200-399) social science electives. These electives may be from sociology, psychology, criminology, SBS, anthropology, geography, political science, economics, food studies, or women's studies courses.* These elective courses should be selected in consultation with the student's advisor. These may not all be in the same discipline, with the exception of either external transfer students or Lewiston-Auburn College students.

** A student may take a second social work elective (SWO), in which case only two (2) intermediate-level social science electives are required.*

Recommended Course Sequence

Recommended Course Sequence

During the first years at the University, with the assistance of professional advisors, students enroll in a combination of classes fulfilling their Core curriculum requirements, required foundation courses for social work (classes in other fields required by the major), and the major itself. Once students earn 54 credits, social work faculty advisors work with students to plan for social work major courses. Because many classes are prerequisites for other classes, students must carefully sequence their courses with help from their advisors. The model below indicates the desired program for social work majors; starred (*) classes indicate the class is a prerequisite for other social work requirements.

Model Schedule

Year 1 (30 credits)

Core Entry Year Experience (EYE)
Core College Writing
Core Creative Expression
Core Cultural Interpretation
Core International
MAT 100 Mathematics Bridge
POS 101 Introduction to American Government*
PSY 100 Introduction of Psychology*
SOC 100 Introduction to Sociology*
HRD/SBS 200 Multicultural Human Development* or PSY 220: Psychology of the Lifespan

Year 2 (30 credits)

Core Science Exploration
Core Electives or Minor
ECO 101 Introduction to Economics*
Statistics (MAT 120, PSY 201 or LOS 120) (fulfills Core Quantitative Reasoning)
SWO 150 Professional Writing Lab
SWO 250 Introduction to Social Welfare*
SWO 365 Examining Oppression and Valuing Diversity (fulfills Core Diversity)
Upper Level (200+) Social Sciences (see acceptable options below)

Year 3 (30 Credits)

Core Ethical Inquiry
SWO 333 Social Work Research I* (fall semester)
SWO 334 Social Work Research II (spring semester)
SWO 350 Social Welfare Policy
SWO 370 Human Behavior and Social Environment
SWO 393 Social Work Methods I (spring semester) *
Upper Level (200+) Social Science
General electives or Minor

*Prerequisites for SWO 393 include:

- Students must have at least 60 credits at the completion of the fall semester before taking SWO 393; they must have successfully completed English composition, statistics, SOC 100, PSY 100, POS 101, ECO 101, HRD/SBS 200 or PSY 220, SWO 201 and 250 at the time of enrollment; students must take SWO 365 and SWO 370 as pre or co-requisites with SWO 393 in order to take the course. For transfer students who have met core requirements, they must take SWO 201 and SWO 250 as pre-requisites, and they need SWO 365 and SWO 370 as pre-requisites or co-requisites with SWO 393.
- All students must have a minimum of a 2.5 cumulative GPA.

**Social Sciences include courses in sociology, psychology, criminology, SBS, anthropology, geography, political science, economics, food studies, or women's studies (or one additional upper level SWO elective).

Year 4 (30 Credits)

SWO 403 Social Work Methods II (spring semester)
SWO 404 Social Work Methods III (fall semester)
SWO 411 Field Work I (fall semester)
SWO 412 Field Work II (spring semester)
Social Work Elective
General electives or Minor (to reach the required minimum of 120 credits)

To assure consistency and avoid confusion, it is important that social work majors meet with their advisors on a regular basis. Students receive advising from a designated professional advisor for the social work major until they earn 54 credits, at which time they should start meeting regularly with their assigned social work faculty advisor. Professional and social work faculty advisors collaborate closely to support students. Advising in the School of Social Work is a mutual process of exploring career objectives, reviewing School requirements, designing the best possible combination of required courses and electives, determining proper course sequencing, and facilitating a collaborative relationship between the student and the School.

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, or LOS 120) 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/SBS 200 or PSY 220. 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, College Writing, Statistics (MAT 120, PSY 201 or LOS 120), SOC 100, PSY 100, HRD/SBS 200 or PSY 220, 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. Taken concurrently with SWO 412 (Field Work II). 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 and a C or better in all required social work and foundation courses, and an overall 2.5 GPA. Taken concurrently with SWO 411 (Field Work I). Cr 3.

SWO 411 Field Work I
This is a senior year course for social work majors taken concurrently with SWO 404 (Methods of Social Work Practice III). 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. 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. Fall semester only. Cr 6.

SWO 412 Field Work II
This is a continuation of SWO 411 (Field Work I) taken in spring term concurrently with SWO 403 (Methods of Social Work Practice II) during the final semester of the internship. Must be taken as the second course in the two-course sequence. Prerequisites: SWO 393, SWO 404, and SWO 411. 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.

BA in Self-Designed Major - Elementary Teacher Education

Description

The undergraduate Self-Designed Contract Major is designed to prepare those students seeking elementary and middle school (K–8) certification in Maine with a strong foundation in mathematics and science and essential knowledge in integrating the disciplines through modeling, engineering, research, and technology. The overarching goal of the program is to prepare pre-service teachers with a deep understanding of the Common Core Mathematics and Next Generation Science Standards. Coursework models best teaching practices, emphasizes using reading and writing across the STEM curriculum, and focuses on hands-on, problem-based learning. Interested students should see the STEM education coordinator upon acceptance at USM, matriculation, upon choosing this major, or as early in their time at USM as possible. The Concentration in Elementary Education offers a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences.

Students completing the degree will have satisfied the USM Core Curriculum, the STEM Education Major, and Elementary Education Concentration, as well as liberal arts courses required for initial K-8 teacher certification. Graduates who complete the degree are eligible for recommendation for K-8 teacher certification in Maine. A minimum of 60.5 credits are required for the STEM Education major (note: additional credits are required for the Elementary Education Concentration and liberal arts courses required for initial K-8 teacher certification in Maine), and USM requires 120 credits total for graduation.

Program Requirements

USM Core Curriculum (including pre-internship education courses that are required for the Concentration in Elementary Education; 24 additional credits above those required by the major)

- Entry Year Experience - EYE 108 Culture, Identity and Education (recommended for the Elementary Education Concentration (3 cr)
- College Writing - ENG 100 (3 cr)
- Quantitative Reasoning - MAT 132 Quantitative Reasoning for Elementary School Teachers (required) (4 cr)
- Socio-Cultural Analysis - HRD 200/SBS Multicultural Human Development (required for the Elementary Education Concentration) (3 cr)
- Science Exploration - fulfilled by several courses required for the major
- Cultural Interpretation - ENG 140 Reading Literature or ENG 145 Topics in Literature (recommended) (3 cr)
- Creative Expression - EDU 230 Teaching through the Arts (recommended for the Elementary Education Concentration) (3 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 What is the Purpose of Education in a Democracy? (recommended for the Elementary Education Concentration) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistics Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements: (Total credits required for the major is 60.5-69)

Mathematics Content (a minimum of 24 credits)

- MAT 108 College Algebra (4 cr) or MAT 140 Pre-Calculus Mathematics (3 cr)
- MAT 120 Introduction to Statistics (4 cr)
- MAT 131 Number Systems for Elementary Teachers (3 cr)
- MAT 148 Applied Calculus (3 cr) or MAT 152 Calculus A (4 cr)
- MAT 231 Algebra for Elementary Teachers (3 cr)
- MAT 232 Geometry for Elementary Teachers (3 cr)
- MAT 242 Applied Problem Solving (3 cr)

Science Content (27.5-30 credits)

- ESP 101, 102 Fundamentals of Environmental Science and Laboratory (4 cr)
- AST 100, 103 Astronomy and Laboratory (4 cr) or STH 112 Physical and Earth/Space Science for K-8 Teachers (4 cr)
- CHY 113, 114 Principles of Chemistry I and Laboratory (4.5 cr)
- PHY 111, 114 Elements of Physics I and Laboratory (5 cr)
- BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory (4.5 cr) or ESP 125, 126 Introduction to Environmental Ecology and Laboratory (4 cr)
- Two of the following upper-level science courses: BIO 201 Genetics; ESP 207 Atmosphere: Science, Climate, and Change; ESP 260 Soil and Water Conservation Engineering; ESP 275 Energy Use and Societal Adaptation; ESP 280 Research and Analytical Methods; ESP 303 Wetlands Ecology; ESP 412 Field Ecosystem Ecology; or ESP 413 Forest Ecology (3-4 cr)

Mathematics and Science Content and Pedagogy (9-15 credits)

- MME 400 Elementary Mathematics Methods (3 cr)
- EDU 452 Teaching Science K-8 (3 cr)
- Professional Internship (3-9 cr)

Electives

Students must complete elective credits to complete the 120 minimum credits for graduation. For those students seeking elementary certification, the Core Curriculum allows students to meet the minimum requirements for distributed credits across the liberal arts (i.e., all students must have at least 6 credits in English, math, science, and social studies). The following courses are also recommended:

Social Studies: HTY 101 Western Civilization I **or** HTY 102 Western Civilization II **and** HTY 122 United States History 1800 to 1900 **or** HTY 123 United States History Since 1900 (6 cr)

Elementary Teacher Education Requirements:

In addition to meeting all major and Core requirements the following teacher education requirements must be met.

The Elementary Teacher Education Pathway is designed to prepare elementary and middle school teachers, grades K-8, who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to teaching. Elementary education students major in a discipline and take a series of teacher education courses that fulfill their University Core Curriculum requirements as well as the requirements for teacher

certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community organizations where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form with the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Elementary Teacher Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Elementary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- EDU 310: Purpose of Schooling in a Democracy* (3 cr)
- EYE 108: Culture, Identity and Education (3 cr)
- SED 300: Ethics and Youth with Exceptionalities (3 cr)

Required

- EDU 100: Exploring Teaching as a Profession* (3 cr)
- EDU 222: Foundations of Language and Literacy Development* (3 cr)
- EDU 305: Foundations of Cultural and Linguistic Diversity* (3 cr)
- HRD/SBS 200: Multicultural Human Development (3 cr)
- SED 335: Students with Exceptionalities in General Education* (3 cr)

*Course includes required service learning or practicum hours in a school or community setting to give pre-candidates hands-on experience with K-12 students and create connections between theory and practice.

These formal placements are linked to each course and are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own.

Candidacy

Candidacy takes place in the spring semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education.

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides elementary education teacher

candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school, and the second semester internship is a full-time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required courses are as follows:

- EDU 405 Teaching Mathematics K-8 (3 cr)
- EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
- EDU 445 Student Teaching (9 cr total, 3 credits first semester and 6 credits second semester)
- EDU 451 Teaching Social Studies K-8 (3 cr)
- EDU 452 Teaching Science K-8 (3 cr)
- EDU 465 Teaching Reading K-8 for All Students Including those with Diverse Abilities and Backgrounds(3 cr)
- EDU 466 Introduction to Writing Process for All Students Including those with Diverse Abilities and Backgrounds (3 cr)
- SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Requirements

Students interested in completing the Elementary Teacher Education Pathway must complete 6 credits each in English, mathematics, science and social studies. The following mathematics courses are required:

- MAT 131 Number Systems for Elementary Teachers
- MAT 231 Algebra for Elementary Teachers or MAT 232 Geometry for Elementary Teachers

It is recommended that those interested in specifically teaching at the middle school level (grades 6-8) complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy, technology, and collaborating with families.

Tk20

Tk20 (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 year are required to subscribe to Tk20. Students use Tk20 (Watermark) to provide evidence they have mastered state and professional standards for their profession. The subscription fee of $103 covers some of the expenses related to the administration and assessment of the program. For loan purposes, Tk20 (Watermark) is eligible for consideration as part of educational costs. The subscription is a one-time payment and must be made by each student after they have passed their candidacy process and before the first semester of their internship year. Subscription instructions are posted on the Office of Educator Preparation website.

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).

Recommendation for Certification

Graduates who successfully complete all the Elementary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements of the Elementary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

Certificate in Gerontology

Description

America's aging demographics are increasing the demand for professionals with the knowledge and skills to meet the health, psychological, social, and spiritual needs of older adults. Whether students are currently working with older adults or interested in the health and human services profession, the certificate in gerontology will develop capacity to serve this clinically complex population. The program is based on multidisciplinary competencies recommended by the Partnership for Health in Aging.

Program Requirements

Minimum number of credits required for this certificate: 15. Courses may be taken in any sequence.

Required Courses (6 credits): Courses are offered every year.
GRN 313 Health in Later Years
HRD 310 Aging and the Search for Meaning

Elective Courses - choose 3 of the following (9 credits): Courses may vary each year.
GRN 300 Aging and the Family
GRN 315 Rehabilitation Services for Older Adult
GRN 318 Adult Development and Aging
GRN 390 Evaluation and Assessment of Older Adults
HRD 312 The Spiritual Challenges and Opportunities of Aging

The program recommends that students have junior or senior status or some college experience if they are experienced professionals. Individual courses require that all students have taken a college level writing course and at least one course in either psychology or sociology. Students should be prepared for a rigorous academic experience as all courses are upper level, online, and the 7-week format is intensive.

Biological Sciences Overview

Chair of the Department: Ken Weber

Professors: Maher, Walker, Weber; Associate Professors: Champlin, Currie, Theodose; Assistant Professors: Lasley-Rasher, Miller; Lecturers: Larsen, Simons; Adjunct Professors: Brown, Evers, Levine, Liaw, McMahan, Paruk, Reagan, Ryzhov, Staples, Stenhouse, Wilson; Health Professions Advisor: David Champlin

The Department of Biological Sciences offers a four-year program leading to a B.S. in biology that includes three options: biotechnology, general biology, and human biology. All programs of study provide students with a liberal arts education emphasizing the sciences. Each of these options has a core set of biology course requirements in addition to other biology courses that may be elected to suit individual interests and needs. Additional required courses in chemistry, mathematics, and physics reflect the interdisciplinary status of the biological sciences. Students also get strong hands-on experience by taking at least 4-6 lab classes, and many students get enhanced practical experience through research positions (volunteer, work study, grant funded, and fellowships) in science research labs at USM and elsewhere.

In addition to the B.S. degree options, the Department offers minors in biology and in ecology, a two-year nondegree program in pre-pharmacy, and postbaccalaureate certificates in pre-medical studies and pre-veterinary studies. Graduates of these programs have found careers in biological and medical research laboratories, biotechnology companies, and field biology, or have furthered their education by entering graduate, medical, dental, optometry, veterinary, and law schools, as well as schools for allied health professions. The Department of Biological Sciences also offers a master's degree in biology, with both thesis research and literature research options (see the USM Graduate Catalog).

In conjunction with the School of Education and Human Development, the Department of Biological Sciences participates in the Secondary Teacher Education program in Life Sciences.

Additional information about the Biological Sciences Department and all degree programs can be found on the department's website.

Additional Information

Pre-Health Professions Students

Almost every American school of medicine, veterinary medicine, and dentistry requires the following for admission: a baccalaureate degree (major optional), two years of biology, two years of chemistry, one year of physics, a course in calculus, satisfactory performance on a national professional aptitude test, and a recommendation from a committee at the baccalaureate institution. At this campus, the Health Professions Pre-professional Evaluation Committee comprises faculty from the Departments of Biology, Chemistry, and Physics and is responsible for evaluating, comparing, and recommending students. For further information contact the Department of Biology's Health Professions Advisor, Dr. David Champlin.

Lewiston-Auburn College Courses

The following Lewiston-Auburn College courses fulfill the corresponding prerequisite requirements in the Department of Biological Sciences: SCI 105 = BIO 105, SCI 106 = BIO 106, SCI 107 = BIO 107, SCI 170 = BIO 111, SCI 171 = BIO 112, SCI 172 = BIO 113, SCI 173 = BIO 114, and SCI 345 = BIO 345.

Laboratory Fees

A laboratory fee is assessed in biology laboratory courses.

BS in Biology

Description

The biology major offers the broadest exposure to the various subdisciplines of biology through an examination of life from the molecular to the

community level. Besides taking foundation courses that survey the full range of biology, plus genetics, ecology, and evolution, students also take courses in three major areas of biology: organismal biology, ecology, and cellular and functional biology. Students interested in veterinary medicine should pursue this track, and students applying to professional schools also should take Organic Chemistry II and lab (CHY 253, 254) and Biochemistry (minimum of CHY 461). Students graduating in this major have the broadest opportunities to further their education either in graduate or professional schools or to pursue any of a number of careers in the biological sciences, such as lab technicians and state biologists.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for the major: 69. A grade of C- or higher is required for all courses listed below.

All of the following are required:
- BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
- BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
- BIO 109 Biological Principles III: Functional Biology
- BIO 201 Genetics
- BIO 203 Ecology
- BIO 217 Evolution

One lecture/laboratory combination from each of the following three areas:

AREA 1: Organismal Biology
- BIO 231 Botany
- BIO 291 Ornithology
- BIO 309 Comparative Vertebrate Anatomy
- BIO 335 Entomology
- BIO 351 Invertebrate Zoology
- BIO 353 Vertebrate Zoology
- BIO 361, 362 Parasitology and Laboratory
- BIO 405, 406 Animal Behavior and Laboratory

AREA 2: Ecology
- BIO 337 Marine Ecology
- BIO 383 Plant Ecology
- BIO 415, 416 Microbial Ecology and Laboratory
- ESP 303, 304 Wetlands Ecology and Laboratory
- ESP 341 Limnology
- ESP 412 Field Ecosystem Ecology

AREA 3: Cellular and Functional Biology
- BIO 305, 306 Developmental Biology and Laboratory
- BIO 311, 282 Microbiology and Laboratory
- BIO 321, 322 Neurobiology and Laboratory
- BIO 401, 402 Animal Physiology and Laboratory
- BIO 409, 410 Cell and Molecular Biology and Laboratory
- BIO 431, 432 Principles of Immunology and Laboratory

In addition to BIO 105, 106, 107, 109, 201, 203, 217, and one lecture/laboratory course from each of the three stipulated areas, biology majors are required to take either two additional biology lecture courses or one biology lecture/laboratory course, with prefix numbers of 200 or above.

The biology major must also satisfactorily complete all of the following:

Chemistry (14 credit hours)
- CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
- CHY 251, 252 Organic Chemistry I and Laboratory

Physics (10 credit hours)
- PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory
  or PHY 121, 114, 123, 116 General Physics I and II and Laboratory

Mathematics (8 credit hours)
- MAT 152 Calculus A
- MAT 220 Statistics for the Biological Sciences

In addition, students must fulfill the University Core Curriculum requirements, including a Capstone course in the major.

Recommended Course Sequence

Because the biology curriculum includes many support courses (chemistry, physics, math) that need to be taken in addition to biology courses, the Department offers a suggested plan of study, shown below. There is no guarantee that every course listed will be offered when the student wants the course. Students should consult their academic advisors regularly as well as the course rotation schedule listed on the Department of Biological Sciences website to establish a graduation plan appropriate to individual needs.

Year 1: Fall
BIO 105 Biological Principles I: Cellular Biology (3 cr)
BIO 106 Laboratory Biology (1.5 cr)
CHY 113 Principles of Chemistry I (3 cr)
CHY 114 Laboratory Techniques I (1.5 cr)
ENG 100 College Writing (3 cr)
EYE 1XX Entry Year Experience (3 cr)

Year 1: Spring
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
CHY 115 Principles of Chemistry II (3 cr)
CHY 116 Laboratory Techniques II (1.5 cr)
MAT 152 Calculus A (4 cr)
Core curriculum course (3 cr)

Year 2: Fall
BIO 109 Biological Principles III: Functional Biology (3 cr)
BIO 201 Genetics (3 cr)
CHY 251 Organic Chemistry I (3 cr)
CHY 252 Organic Chemistry Laboratory I (2 cr)
MAT 220 Statistics for the Biological Sciences (4 cr)

Year 2: Spring
BIO 203 Ecology (3 cr)
BIO 217 Evolution (3 cr)
BIO XXX Area requirement (3-5 cr)
Core curriculum course (3 cr)
Core curriculum course (3 cr)

Year 3: Fall
BIO XXX Area requirement (3-5 cr)
PHY 1XX Elements of Physics I or General Physics I (4 cr)
PHY 114 Introductory Physics Laboratory I (1 cr)
Core curriculum course (3 cr)
Core curriculum course (3 cr)

Year 3: Spring
BIO XXX Area requirement (3-5 cr)
PHY 1XX Elements of Physics II or General Physics II (4 cr)
PHY 116 Introductory Physics Laboratory II (1 cr)
Core curriculum course (3 cr)
Core curriculum course (3 cr)

Year 4: Fall
BIO XXX elective(s)
Core curriculum course (3 cr)
Core curriculum course (3 cr)

Year 4: Spring
BIO XXX elective(s)
BIO Capstone course (2-3 cr)
General elective(s)

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters (4 years) with approximately 15 credits per semester. The

need to meet math readiness requirements in the first year will alter and possibly lengthen a student's coursework beyond 4 years. Summer courses can reduce course load during the year.

BS in Biology - Biotechnology Concentration

Description

The biotechnology specialization emphasizes cell and molecular biology, and students who follow this track receive a solid foundation in both biology and chemistry. Graduates are well prepared to pursue employment in biotechnology or to enter graduate programs in biotechnology and cell and molecular biology.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for the emphasis in biotechnology: 73. A grade of C- or higher is required for all courses listed below.

All of the following are required. Students may substitute Problems in Biology (BIO 441) or Internship (BIO 443) for one upper level BIO laboratory course.

Biology (36-37 credit hours)
- BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
- BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
- BIO 201 Genetics
- BIO 311, 282 Microbiology and Laboratory
- BIO 413 Applied Biostatistics
- BIO 423 Topics in Genetics
- BIO 431, 432 Principles of Immunology and Laboratory

One pair of courses from the following combinations:

- BIO 409, 410 Cell and Molecular Biology and Laboratory
- CHY 461, 462 Biochemistry I and Laboratory
- CHY 461, 463 Biochemistry I and II

In addition to those requirements, biotechnology students are required to take one additional BIO course with prefix number 200 or higher, which cannot also count as the capstone.

The following courses also are required:

Chemistry (19 credit hours)
- CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
- CHY 251, 252, 253, 254 Organic Chemistry I and II and Laboratory

Physics (10 credit hours)
- PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory
  - or PHY 121, 114, 123, 116 General Physics I and II and Laboratory

Mathematics (8 credit hours)
- MAT 152 Calculus A
- MAT 220 Statistics for the Biological Sciences

In addition, students must fulfill the University Core Curriculum requirements, including a Capstone course in the major.

Recommended Course Sequence

Because the biology curriculum includes many support courses (chemistry, physics, math) that need to be taken in addition to biology courses, the Department offers a suggested plan of study, shown below. There is no guarantee that every course listed will be offered when the student wants the course. Students should consult their academic advisors regularly as well as the course rotation schedule listed on the Department of

Biological Sciences website to establish a graduation plan appropriate to individual needs.

Year 1: Fall
BIO 105 Biological Principles I: Cellular Biology (3 cr)
BIO 106 Laboratory Biology (1.5 cr)
CHY 113 Principles of Chemistry I (3 cr)
CHY 114 Laboratory Techniques I (1.5 cr)
ENG 100 College Writing (3 cr)
EYE 1XX Entry Year Experience (3 cr)

Year 1: Spring
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
CHY 115 Principles of Chemistry II (3 cr)
CHY 116 Laboratory Techniques II (1.5 cr)
MAT 152 Calculus A (4 cr)
Core curriculum course (3 cr)

Year 2: Fall
BIO 201 Genetics (3 cr)
CHY 251 Organic Chemistry I (3 cr)
CHY 252 Organic Chemistry Laboratory I (2 cr)
MAT 220 Statistics for the Biological Sciences (4 cr)
Core curriculum course (3 cr)

Year 2: Spring
BIO 311 Microbiology (3 cr)
BIO 282 Microbiology Laboratory (2 cr)
BIO 423 Topics in Genetics (3 cr)
CHY 253 Organic Chemistry II (3 cr)
CHY 254 Organic Chemistry Laboratory II (2 cr)
Core curriculum course (3 cr)

Year 3: Fall
BIO 413 Applied Biostatistics (3 cr)
CHY 461 Biochemistry I (if BIO 409 not taken) (3 cr)
CHY 462 Biochemistry Laboratory (if BIO 410 not taken) (2 cr)
PHY 1XX Elements of Physics I or General Physics I (4 cr)
PHY 114 Introductory Physics Laboratory I (1 cr)
Core curriculum course (3 cr)

Year 3: Spring
BIO 409 Cell and Molecular Biology (if CHY 461 not taken) (3 cr)
BIO 410 Cell and Molecular Biology Laboratory (if CHY 462 not taken) (2 cr)
CHY 463 Biochemistry II (if CHY 462 not taken in Fall) (3 cr)
PHY 1XX Elements of Physics II or General Physics II (4 cr)
PHY 116 Introductory Physics Laboratory II (1 cr)
Core curriculum course (3 cr)

Year 4: Fall
BIO 431 Principles of Immunology (3 cr)
BIO 432 Immunology Laboratory (2 cr)
BIO 2XX elective (3-5 cr)
Core curriculum course (3 cr)
General elective(s)

Year 4: Spring
BIO Capstone course (2-3 cr)
General elective(s)

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters (4 years) with approximately 15 credits per semester. The need to meet the mathematics readiness requirement in the first year will alter and possibly lengthen a student's coursework beyond 4 years. Summer courses can reduce course load during the year.

BS in Biology - Human Biology Concentration

Description

The human biology concentration emphasizes biology related to human health and disease, including human physiology and pathophysiology, and it provides a robust foundation for careers in health-related sciences. Many students who graduate from this program enter medical schools in Maine and New England.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for the emphasis in human biology: 78. A grade of C- or higher is required for all courses listed below.

All of the following are required:
- BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
- BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
- BIO 221, 112 Human Anatomy and Physiology for Biology Majors I and Practical Human Anatomy and Physiology I
- BIO 223, 114 Human Anatomy and Physiology for Biology Majors II and Practical Human Anatomy and Physiology II
- BIO 345 Pathophysiology

Choose 15 credits from the following, including at least two laboratory courses.
- BIO 201 Genetics
- BIO 305, 306 Developmental Biology and Laboratory
- BIO 309 Comparative Vertebrate Anatomy
- BIO 311, 282 Microbiology and Laboratory
- BIO 321, 322 Neurobiology and Laboratory
- BIO 361, 362 Parasitology and Laboratory
- BIO 401, 402 Animal Physiology and Laboratory
- BIO 407 Environmental Modulation of Developmental Mechanisms
- BIO 409, 410 Cell and Molecular Biology and Laboratory
- BIO 413 Applied Biostatistics
- BIO 423 Topics in Genetics
- BIO 431, 432 Principles of Immunology and Laboratory

The following courses are also required:

Chemistry (24-25 credit hours)
- CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
- CHY 251, 252, 253, 254 Organic Chemistry I and II and Laboratory
- CHY 461, 462 Biochemistry I and Laboratory
  - or CHY 461, 463 Biochemistry I and II

Physics (10 credit hours)
- PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory
  - or PHY 121, 114, 123, 116 General Physics I and II and Laboratory

Mathematics (8 credit hours)
- MAT 152 Calculus A
- MAT 220 Statistics for the Biological Sciences

In addition, students must fulfill the University Core Curriculum requirements, including a Capstone course in the major.

Recommended Course Sequence

Because the biology curriculum includes many support courses (chemistry, physics, math) that need to be taken in addition to biology courses, the Department offers a suggested plan of study, shown below. There is no guarantee that every course listed will be offered when the student wants the course. Students should consult their academic advisors regularly as well as the course rotation schedule listed on the Department of Biological Sciences website to establish a graduation plan appropriate to individual needs.

Year 1: Fall
BIO 105 Biological Principles I: Cellular Biology (3 cr)
BIO 106 Laboratory Biology (1.5 cr)
CHY 113 Principles of Chemistry I (3 cr)
CHY 114 Laboratory Techniques I (1.5 cr)
ENG 100 College Writing (3 cr)
EYE 1XX Entry Year Experience (3 cr)

Year 1: Spring
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
CHY 115 Principles of Chemistry II (3 cr)
CHY 116 Laboratory Techniques II (1.5 cr)
MAT 152 Calculus A (4 cr)
Core curriculum course (3 cr)

Year 2: Fall
BIO 221 Human Anatomy and Physiology for Biology Majors I (3 cr)
BIO 112 Practical Human Anatomy and Physiology I (1.5 cr)
CHY 251 Organic Chemistry I (3 cr)
CHY 252 Organic Chemistry Laboratory I (2 cr)
MAT 220 Statistics for the Biological Sciences (4 cr)
Core curriculum course (3 cr)

Year 2: Spring
BIO 223 Human Anatomy and Physiology for Biology Majors II (3 cr)
BIO 114 Practical Human Anatomy and Physiology II (1.5 cr)
CHY 253 Organic Chemistry II (3 cr)
CHY 254 Organic Chemistry Laboratory II (2 cr)
Core curriculum course (3 cr)

Year 3: Fall
BIO 345 Pathophysiology (3 cr)
CHY 461 Biochemistry I (3 cr)
CHY 462 Biochemistry Laboratory (2 cr)
PHY 1XX Elements of Physics I or General Physics I (4 cr)
PHY 114 Introductory Physics Laboratory I (1 cr)
Core curriculum course (3 cr)

Year 3: Spring
BIO elective(s) (3-5 cr)
CHY 463 Biochemistry II (if CHY 462 not taken in Fall) (3 cr)
PHY 1XX Elements of Physics II or General Physics II (4 cr)
PHY 116 Introductory Physics Laboratory II (1 cr)
Core curriculum course (3 cr)

Year 4: Fall
BIO elective(s) (3-5 cr)
Core curriculum course (3 cr)
General elective(s)

Year 4: Spring
BIO elective(s) (3-5 cr)
BIO Capstone course (2-3 cr)
General elective(s)

Note: Total credits must add up to 120. Suggested schedule is based on 8 semesters (4 years) with approximately 15 credits per semester. The need to meet the mathematics readiness requirement in the first year will alter and possibly lengthen a student's coursework beyond 4 years. Summer courses can reduce course load during the year.

BS in Biology - Secondary Teacher Education

Description

The Department of Biological Sciences offers a B.S. in biology with a concentration in secondary teacher education at the undergraduate level for prospective teachers. This track is offered in partnership with the School of Education and Human Development and is designed to provide prospective teachers with a strong academic foundation in Biological Sciences.

Program Requirements

Because this B.S. in biology - secondary teacher education concentration is a joint program between the Department of Biological Sciences in the College of Science, Technology, and Health and the USM Teacher Education program within the School of Education and Human Development, there are requirements from both colleges that must be met as well as the university Core Curriculum requirements. Many requirements overlap so that the overall credit requirement for this concentration is 115 minimum, depending on any readiness requirements that must be met in the first year, and the specific Biology courses taken at the 200 level or above. If possible, students should consider taking education elective courses that will support them to become better teachers including, but not limited to, topics such as literacy, technology, and understanding and collaborating with families.

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning - MAT 152 Calculus A (4 cr)
- Creative Expression - THE 102 Acting for Non-majors or THE 170 Public Speaking (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements

A grade of C- or higher is required for all courses listed below.

All of the following are required:
BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
BIO 109 Biological Principles III: Functional Biology
BIO 201 Genetics
BIO 203 Ecology
BIO 217 Evolution

One lecture/laboratory combination from each of the following three areas:

AREA 1: Organismal Biology
BIO 231 Botany
BIO 291 Ornithology
BIO 309 Comparative Vertebrate Anatomy
BIO 335 Entomology
BIO 351 Invertebrate Zoology
BIO 353 Vertebrate Zoology
BIO 361, 362 Parasitology and Laboratory
BIO 405, 406 Animal Behavior and Laboratory

AREA 2: Ecology
BIO 337 Marine Ecology
BIO 383 Plant Ecology
BIO 415, 416 Microbial Ecology and Laboratory
ESP 303, 304 Wetlands Ecology and Laboratory
ESP 341 Limnology

ESP 412 Field Ecosystem Ecology

AREA 3: Cellular and Functional Biology
BIO 305, 306 Developmental Biology and Laboratory
BIO 311, 282 Microbiology and Laboratory
BIO 321, 322 Neurobiology and Laboratory
BIO 401, 402 Animal Physiology and Laboratory
BIO 409, 410 Cell and Molecular Biology and Laboratory

In addition to BIO 105, 106, 107, 109, 201, 203, 217, and one lecture/laboratory course from each of the three stipulated areas, biology majors are required to take either two additional biology lecture courses or one biology lecture/laboratory course, with prefix numbers of 200 or above.

The biology major must also satisfactorily complete all of the following:

Chemistry (14 credits)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I

Physics (10 credits)
PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory
or PHY 121, 114, 123, 116 General Physics I and II and Laboratory

Mathematics (8 credits)
MAT 152 Calculus A
MAT 220 Statistics for the Biological Sciences

In addition, students must fulfill the University Core Curriculum requirements, including a Capstone course in the major.

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education**.**

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

Minor in Biology

Description

Students in other fields of study receive a minor in Biology when they demonstrate they have taken a rigorous and comprehensive set of courses within the discipline.

Program Requirements

Minimum number of credits for the minor: 18. A grade of C- or higher is required for all courses in the minor.

There are two different paths to the minor in biology. For both pathways, at least **6 credit hours** of upper-level courses must be taken within the Department of Biological Sciences (i.e., they have a BIO prefix). Nursing majors may count **1 credit hour** of NUR 424 Clinically-applied Genetics toward the Biology minor.

Option 1
Students can begin with the general biology sequence of:
BIO 105 Biological Principles I: Cellular Biology (3 cr)
BIO 106 Laboratory Biology (1.5 cr)
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
BIO 109 Functional Biology (3 cr)

and then take additional credit hours of upper-level electives (200 or above) to equal a total of 18 credit hours.

Option 2
Students can begin with the human biology sequence of:
BIO 111 Human Anatomy and Physiology I (3 cr)
BIO 112 Practical Human Anatomy and Physiology I (1.5 cr)
BIO 113 Human Anatomy and Physiology II (3 cr)
BIO 114 Practical Human Anatomy and Physiology II (1.5 cr)

and then take additional credit hours of upper-level electives (200 or above) to equal a total of 18 credit hours.

Minor in Ecology

Description

Students in other fields of study receive a minor in Ecology when they demonstrate they have taken a rigorous and comprehensive set of courses within the discipline. Courses in the minor include both basic and applied aspects of ecology.

Program Requirements

Minimum number of credits required for the minor: 16. A grade of C- or higher is required for all courses in the minor. This is a cooperative minor between the Department of Environmental Science and Policy and the Department of Biological Sciences, and it is administered by the Department of Biological Sciences.

Core requirements: Each of the following must be completed (8-9 credits). Additional prerequisite courses may be required.

1. Either BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
   or
   ESP 101, 102 Fundamentals of Environmental Science and Laboratory

2. Either BIO 203 Ecology
   or
   ESP 125, 126 Introduction to Environmental Ecology and Laboratory

Electives: Complete 7–8 credits of the following, including at least one lab course or integrated lecture/lab, for a minimum of 16 credits for the minor. For students majoring in Biology, Environmental Planning and Policy, or Environmental Science, elective courses for the Ecology minor (listed below) cannot also be used to satisfy major requirements.

ESP 250 Soils and Land Use
ESP 303, 304 Wetlands Ecology and Laboratory
ESP 341 Limnology
ESP 350 Environmental Entomology
ESP 412 Field Ecosystem Ecology
ESP 413 Forest Ecology
BIO 231 Botany
BIO 291 Ornithology
BIO 335 Entomology
BIO 337 Marine Ecology
BIO 351 Invertebrate Zoology
BIO 353 Vertebrate Zoology
BIO 383 Plant Ecology
BIO 405, 406 Animal Behavior and Laboratory
BIO 415, 416 Microbial Ecology and Laboratory

Certificate in Post-Baccalaureate Pre-Medical Studies

Description

This certificate program is designed for students who have already graduated from college with a baccalaureate degree and who seek to fulfill the science course requirements for admission to schools of medicine or dentistry, or to physician assistant programs.

Program Requirements

In addition to a baccalaureate degree, all of the following courses or equivalent courses transferred from another institution are required. At least 6 credits must be earned from the University of Southern Maine. A grade of C- or higher is required for all courses listed below.

Biology (19 credit hours)
BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
And two BIO courses with labs chosen from those numbered 300 or higher

Chemistry (19 credit hours)
CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
CHY 251, 252, 253, 254 Organic Chemistry I and II and Laboratory

Physics (10 credit hours)
PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory

Mathematics (4 credit hours)
MAT 152 Calculus A

Certificate in Post-Baccalaureate Pre-Veterinary Studies

Description

This certificate program is designed for students who have already graduated from college with a baccalaureate degree and who seek to fulfill the science course requirements for admission to schools of veterinary medicine.

Program Requirements

In addition to a baccalaureate degree, all of the following courses or equivalent courses transferred from another institution are required. At least 6 credits must be earned from the University of Southern Maine. A grade of C- or higher is required for all courses listed below.

Biology (14 credit hours)
BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
And one BIO course with lab chosen from those numbered 300 or higher

Chemistry (22 credit hours)
CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
CHY 251, 252, 253, 254 Organic Chemistry I and II and Laboratory
CHY 461 Biochemistry I

Physics (10 credit hours)
PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory

Mathematics (4 credit hours)
MAT 152 Calculus A

Transfer Program in Pre-pharmacy: two-year, non-degree

Description

A two-year, nondegree program of study is offered to prepare students to apply to a four-year doctoral program in pharmacy (a 2+4 program). Most schools and colleges of pharmacy require 60-75 credits in their two-year pre-pharmacy phase, depending on the number of general education credits required. Individual programs vary in the general education courses they require, such as economics, social science, humanities, and fine arts, so students should consult those programs accordingly. The pre-pharmacy concentration is a time-intensive program that students will need to commit to upon entering the University. Students are encouraged to take summer courses to reduce the number of credits taken each semester. If students choose not to take summer courses, they should consider extending the program to three years. If students do well in this

program of study, they will be competitive with students from other universities applying for entry into professional pharmacy programs. The pre-pharmacy program is not a degree program, but if students decide not to transfer after two years, they will be well along the path toward earning a B.S. in biology. For further information contact the Health Professions Advisor in the Department of Biological Sciences, Dr. David Champlin.

Program Requirements

Minimum number of credits required for the pre-pharmacy program, including general education requirements: 70. A grade of C- or higher is required for all courses listed below. Although there is not a degree in pre-pharmacy, the pre-pharmacy program is taken within the biology degree program.

All of the following are required (18 credit hours):
- BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory
- BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
- BIO 221, 112 Human Anatomy and Physiology for Biology Majors I and Practical Human Anatomy and Physiology I
- BIO 223, 114 Human Anatomy and Physiology for Biology Majors II and Practical Human Anatomy and Physiology II

Chemistry (19 credit hours)
- CHY 113, 114, 115, 116 Principles of Chemistry I and II and Laboratory
- CHY 251, 252, 253, 254 Organic Chemistry I and II and Laboratory

Physics (10 credit hours)
- PHY 111, 114, 112, 116 Elements of Physics I and II and Laboratory

Mathematics (8 credit hours)
- MAT 152 Calculus A
- MAT 220 Statistics for the Biological Sciences

Other required courses:
- ENG 100 College Writing
- ENG 140 Reading Literature
- PSY 100 Introduction to Psychology
- SOC 100 Introduction to Sociology
- THE 170 Public Speaking

In addition, students must fulfill an additional 6-9 credits of general education electives, and some programs require 3 credits of economics.

Recommended Course Sequence

Because the biology curriculum includes many support courses (chemistry, physics, math) that need to be taken in addition to biology courses, the Department offers a suggested plan of study, shown below. There is no guarantee that every course listed will be offered when the student wants the course. Students should consult their academic advisors regularly as well as the course rotation schedule listed on the Department of Biological Sciences website.

Year 1: Fall
BIO 105 Biological Principles I: Cellular Biology (3 cr)
BIO 106 Laboratory Biology (1.5 cr)
CHY 113 Principles of Chemistry I (3 cr)
CHY 114 Laboratory Techniques I (1.5 cr)
ENG 100 College Writing (3 cr)
EYE 1XX Entry Year Experience (3 cr)

Year 1: Spring
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology (4.5 cr)
CHY 115 Principles of Chemistry II (3 cr)
CHY 116 Laboratory Techniques II (1.5 cr)
ENG 140 Reading Literature (3 cr)
THE 170 Public Speaking (3 cr)

Year 1: Summer
PHY 111 Elements of Physics I (4 cr)
PHY 114 Introductory Physics Laboratory I (1 cr)
PHY 112 Elements of Physics II (4 cr)
PHY 116 Introductory Physics Laboratory II (1 cr)

Year 2: Fall
BIO 221 Human Anatomy and Physiology for Biology Majors I (3 cr)
BIO 112 Practical Human Anatomy and Physiology I (1.5 cr)
CHY 251 Organic Chemistry I (3 cr)
CHY 252 Organic Chemistry Laboratory I (2 cr)
MAT 152 Calculus A (4 cr)
PSY 100 Introduction to Psychology (3 cr)

Year 2: Spring
BIO 223 Human Anatomy and Physiology for Biology Majors II (3 cr)
BIO 114 Practical Human Anatomy and Physiology II (1.5 cr)
CHY 253 Organic Chemistry II (3 cr)
CHY 254 Organic Chemistry Laboratory II (2 cr)
MAT 220 Statistics for the Biological Sciences (4 cr)
SOC 100 Introduction to Sociology

Year 2: Summer (general education requirements vary by program so check individual program requirements)
ECO 101 Introduction to Macroeconomics (3 cr)
or ECO 102 Introduction to Microeconomics (3 cr)
General education electives (ex: ART, PHI, HTY) (3-6 cr)

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.

Chemistry Overview

Chair of the Department: James Ford

Professors: Prudenté, Tracy; Associate Professors: Benedict, Ford, Woodruff; Lecturers: Hausman, Staples; Professors Emeriti: Gordon, Newton, Rhodes, Ricci, Whitten

The field of chemistry is concerned with the structure of matter, its transformations, and the energy changes related to these transformations. The Department of Chemistry aims to contribute to the student's understanding of chemistry's place within the sciences and in today's industrial and business world, and to provide students concentrating in this field with a thorough and practical education that will be useful in teaching or in industrial, technical, or graduate work.

To achieve these aims the Department of Chemistry offers a four-year program with four tracks leading to baccalaureate degrees (B.S. in chemistry, B.S. in biochemistry, B.A. in chemistry, and B.A. in chemistry - secondary teacher education). Students should pay particular attention to the prerequisites and corequisites necessary for different courses. Both the B.S. in chemistry and biochemistry tracks are accredited by the American Chemical Society.

Admission Requirements

Students who apply for admission to the chemistry program should have completed college preparatory courses in chemistry, physics, and mathematics. At least two years of algebra and one semester each of geometry and trigonometry are recommended as part of the student's high school program. (First-year students in the chemistry program who lack this preparation in mathematics are required to take MAT 140 Pre-Calculus Mathematics.)

Laboratory Fees

A laboratory fee is assessed in chemistry laboratory courses.

BA in Chemistry

Description

The chemistry program provides a rigorous and exciting preprofessional education for students interested in pursuing STEM careers or graduate school. To prepare students for a wide variety of career choices, instructional laboratories provide interdisciplinary, project-based experiments for students to explore. The laboratory curriculum also provides students hands-on experience operating analytical instrumentation. Students have opportunities to engage in faculty mentored research projects within the department and to intern with local scientific firms in southern Maine.

Because the chemistry courses in each track are the same for the first two years, students may switch tracks through the junior year. Students considering a chemistry major are strongly urged to consult with a member of the Department of Chemistry faculty to discuss the program.

Program Requirements

To graduate as a chemistry major or minor in any program, a student must earn a grade of C or better in all chemistry courses and a minimum grade point average of 2.0 in all other courses required for the major. At least 12 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

Minimum number of credits in chemistry and related areas (exclusive of the University's Core Curriculum) required for the major: 60.

The following courses are required: (33-36 credit hours)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory

CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
CHY 253, 254 Organic Chemistry II and Organic Chemistry Laboratory II
CHY 371 Quantum Chemistry
CHY 373, 374 Chemical Thermodynamics and Chemical Thermodynamics Laboratory
CHY 470 Chemistry in Perspective

Choose two of the following six offerings: (6-8 credit hours)
CHY 345 Polymer Chemistry
CHY 351 Advanced Organic Chemistry
CHY 377, 378 Spectroscopy and Instrumental Analysis Laboratory
CHY 385 Pickles to Pints: Fermentation Science
CHY 421 Inorganic Chemistry
CHY 461 Biochemistry I

The following courses are also required: (21 credit hours)
PHY 121, 114, 123, 116 General Physics I and II and Laboratory
PHY 261 Computational Physics or an approved math/computer science course*
MAT 152 Calculus A
MAT 153 Calculus B

**The following courses are approved by the Chemistry Department: COS 160, 170 Structured Problem Solving: Java and Lab, MAT 120 Introduction to Statistics, MAT 252 Calculus C, PHY 211 Modern Physics I, PHY 251 Principles of Electronics

BA in Chemistry - Secondary Teacher Education

Description

This track is for students who want to become certified to teach grades 7-12 chemistry in Maine. Interested students should see the secondary education chemistry coordinator upon acceptance at USM, matriculation, upon choosing a chemistry major, or as early in their time at USM as possible. The curriculum for this track is designed to provide prospective grades 7-12 teachers with a strong academic foundation in chemistry along with a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences. It has four components: USM Core Curriculum, a chemistry major, professional education courses, and electives totaling 120 credit hours.

Program Requirements

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning - MAT 152 Calculus A (4 cr)
- Creative Expression - THE 102 Acting for Non-majors or THE 170 Public Speaking (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - CHY 113, 114 Principles of Chemistry I and Laboratory (4.5 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively (6 cr)
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements

Students will satisfy all B.A. in chemistry requirements except CHY 470. The Professional Education Internship Requirements replace the CHY 470 requirement.

To graduate as a chemistry major or minor in any of the programs, a student must earn a grade of C or better in all chemistry courses and a

minimum grade point average of 2.0 in all other courses required for the major. At least 12 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

The following courses are required: (33-36 credits)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory
CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
CHY 253, 254 Organic Chemistry II and Organic Chemistry Laboratory II
CHY 371 Quantum Chemistry
CHY 373, 374 Chemical Thermodynamics and Chemical Thermodynamics Laboratory

Choose two of the following six offerings: (6-8 credits)
CHY 345 Polymer Chemistry
CHY 351 Advanced Organic Chemistry
CHY 377, 378 Spectroscopy and Instrumental Analysis Laboratory
CHY 385 Pickles to Pints: Fermentation Science
CHY 421 Inorganic Chemistry
CHY 461 Biochemistry I

The following courses are also required: (21 credits)
PHY 121, 114, 123, 116 General Physics I and II and Laboratory
PHY 261 Computational Physics or a math/computer science course approved by the Chemistry Department
MAT 152 Calculus A
MAT 153 Calculus B

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)

SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education**.**

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

BS in Biochemistry

Description

The biochemistry program provides a rigorous and exciting preprofessional education for students interested in pursuing STEM careers or graduate school. To prepare students for a wide variety of career choices, instructional laboratories provide interdisciplinary, project-based experiments for students to explore. The laboratory curriculum also provides students hands-on experience operating analytical instrumentation. Students have opportunities to engage in faculty mentored research projects within the department and to intern with local scientific firms in southern Maine.

Because the chemistry courses in each track are the same for the first two years, students may switch between the chemistry and biochemistry B.S. tracks through the junior year. Students considering a biochemistry major are strongly urged to consult with a member of the Department of Chemistry faculty to discuss the program.

Program Requirements

To graduate as a chemistry major or minor in any program, a student must earn a grade of C or better in all chemistry courses and a minimum grade point average of 2.0 in all other courses required for the major. At least 12 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

Minimum number of credits in chemistry and related areas (exclusive of the University's Core Curriculum) required for the major: 66.5.

The following courses are required: (39-44 credit hours)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory
CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
CHY 253, 254 Organic Chemistry II and Organic Chemistry Laboratory II
CHY 373 Chemical Thermodynamics
CHY 461, 462 Biochemistry I and Biochemistry Laboratory I
CHY 463, 464 Biochemistry II and Biochemistry Laboratory II
Either CHY 421 Inorganic Chemistry
OR CHY 377 Spectroscopy and CHY 378 Instrumental Analysis Laboratory

The following courses are also required: (18.5 credit hours)
BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory Biology
PHY 121, 114, 123, 116 General Physics I and II and Laboratory

MAT 152 Calculus A

In addition, choose one of the following five groups of courses:

1. BIO 311, 282 Microbiology and Laboratory
   (5 credit hours)

2. BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
   BIO 305, 306 Developmental Biology and Laboratory
   (9.5 credit hours)

3. BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
   BIO 109 Biological Principles III: Functional Biology
   BIO 409, 410 Cell and Molecular Biology and Laboratory
   (12.5 credit hours)

4. BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
   BIO 109 Biological Principles III: Functional Biology
   BIO 321, 322 Neurobiology and Laboratory
   (12.5 credit hours)

5. BIO 201 Genetics
   (3 credit hours)

BS in Chemistry

Description

The chemistry program provides a rigorous and exciting preprofessional education for students interested in pursuing STEM careers or graduate school. To prepare students for a wide variety of career choices, instructional laboratories provide interdisciplinary, project-based experiments for students to explore. The laboratory curriculum also provides students hands-on experience operating analytical instrumentation. Students have opportunities to engage in faculty mentored research projects within the department and to intern with local scientific firms in southern Maine.

Because the chemistry courses in each track are the same for the first two years, students may switch between the chemistry and biochemistry B.S. tracks through the junior year. Students considering the chemistry major are strongly urged to consult with a member of the Department of Chemistry faculty to discuss the program.

Program Requirements

To graduate as a chemistry major or minor in any program, a student must earn a grade of C or better in all chemistry courses and a minimum grade point average of 2.0 in all other courses required for the major. At least 12 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

Minimum number of credits in chemistry and related areas (exclusive of the University's Core Curriculum) required for the major: 65.

The following courses are required: (41-44 credit hours)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory
CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
CHY 253, 254 Organic Chemistry II and Organic Chemistry Laboratory II
CHY 371 Quantum Chemistry
CHY 373, 374 Chemical Thermodynamics and Chemical Thermodynamics Laboratory
CHY 377 Spectroscopy
CHY 378 Instrumental Analysis Laboratory
CHY 421 Inorganic Chemistry
CHY 470 Chemistry in Perspective

Choose one of the following four offerings: (3 credit hours)

CHY 345 Polymer Chemistry
CHY 351 Advanced Organic Chemistry
CHY 385 Pickles to Pints: Fermentation Science
CHY 461 Biochemistry I

The following courses are also required: (21 credit hours)
PHY 121, 114, 123 and 116 General Physics I and II and Laboratory
PHY 261 Computational Physics or an approved math/computer science course*
MAT 152 Calculus A
MAT 153 Calculus B

*The following courses are approved by the Chemistry Department: COS 160, 170 Structured Problem Solving: Java and Lab, MAT 120 Introduction to Statistics, MAT 252 Calculus C, PHY 211 Modern Physics I, PHY 251 Principles of Electronics

Minor in Biochemistry

Description

A minor in Biochemistry is intended to broaden the academic foundation of students who already have a solid scientific background in areas such as biology, biotechnology, environmental sciences, psychology, physics, and engineering. The curriculum exposes students to the first two years of introductory chemistry and one semester of biochemistry lecture and laboratory or two semesters of biochemistry lecture.

Program Requirements

To graduate as a chemistry major or minor in any program, a student must earn a grade of C or better in all chemistry courses and a minimum grade point average of 2.0 in all other courses required for the major. At least 6 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

Minimum number of credits required for the minor: 24.

The minor consists of the following courses:
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
CHY 253, 254 Organic Chemistry II and Organic Chemistry Laboratory II
CHY 461 Biochemistry I
Either CHY 462 Biochemistry Laboratory I
    OR CHY 463 Biochemistry II

The biochemistry minor is not open to chemistry majors.

Minor in Chemistry

Description

A minor in Chemistry is intended to broaden the academic foundation of students who already have a solid scientific background in areas such as biology, biotechnology, environmental sciences, psychology, physics, and engineering. The curriculum exposes students to the first two years of introductory chemistry and at least one upper level chemistry course.

Program Requirements

To graduate as a chemistry major or minor in any program, a student must earn a grade of C or better in all chemistry courses and a minimum

grade point average of 2.0 in all other courses required for the major. At least 6 credit hours beyond the 100-level must be taken within the Chemistry Department at USM.

Minimum number of credits required for the minor: 19.

The minor consists of the following courses: (9 credit hours)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II

Choose one of the following groups of courses:
1. CHY 233 Analytical Chemistry with Laboratory
   CHY 251, 252 Organic Chemistry I and Organic Chemistry Laboratory I
   (10 credit hours)

2. CHY 371 Quantum Chemistry
   CHY 373, 374 Chemical Thermodynamics and Chemical Thermodynamics Laboratory
   CHY 421 Inorganic Chemistry
   (11 credit hours)

Chemistry Course Descriptions

CHY 107 Chemistry for Health Sciences
A one-semester introduction to general, organic, and biological chemistry for the health sciences. Topics include acids and bases, pH, chemical kinetics and equilibria, the chemistry of organic compounds; carbohydrates, proteins, lipids, nucleic acids. This course is not suitable for chemistry majors, biology majors, or pre-professionals (pre-dental, pre-medical, pre-veterinary). Cr 3.

CHY 113 Principles of Chemistry I
A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course and CHY 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisites: MAT 108 (or concurrent) or MAT 140 (or concurrent) or MAT 152 (or concurrent) or permission of instructor. Cr 3.

CHY 114 Laboratory Techniques I
A project-based laboratory experience to illustrate the principles presented in CHY 113. One recitation and two laboratory hours per week. Prerequisite: CHY 113 (or concurrent). Cr 1.5.

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

CHY 116 Laboratory Techniques II
A project-based laboratory experience to illustrate the principles presented in CHY 115. One recitation and two laboratory hours per week. Prerequisites: grade of C or better in CHY 114; CHY 115 (or concurrent). Cr 1.5.

CHY 233 Analytical Chemistry with Lab
A survey of principles and applications of modern analytical chemistry and related calculations. Topics include volumetric and gravimetric analysis, electroanalysis, spectrophotometry, separations, statistics, and error analysis. Quantitative experimental determination by means of classical and instrumental methods. Techniques used include titration, gravimetric analysis, spectrophotometry, electroanalysis, and chromatography. Precision, accuracy, and statistical error analysis of results are emphasized. Prerequisites: grades of C or better in CHY 115 and CHY 116. Cr 5.

CHY 251 Organic Chemistry I
An intensive treatment of organic chemistry. Topics include: nomenclature; structure and stereochemistry; reaction types: substitution, addition, and elimination; reaction mechanisms and factors influencing them; spectroscopic techniques of structure determination (nuclear magnetic resonance, ultraviolet-visible, and infrared). Prerequisite: grade of C or better in CHY 115. Cr 3.

CHY 252 Organic Chemistry Laboratory I
Students undertake a multi-step synthesis of a series of compounds and characterize the physical and chemical properties of these target compounds. Proficiency in synthetic methods, chromatography, and spectroscopy will be developed. Prerequisite: grade of C or better in CHY 116; CHY 251 (or concurrent). Cr 2.

CHY 253 Organic Chemistry II
A continuation of CHY 251, but with a more comprehensive (and intensive) investigation of the principal categories of organic reactions. Extensive problem solving and critical thinking in such areas as predicting products of multi-step synthesis, deducing mechanisms, retro-synthesis, and spectroscopy will be explored. The structures and fundamental chemical reactions of alkenes, alkynes, and carbonyl-containing compounds will be presented. Prerequisite: grade of C or better in CHY 251. Cr 3.

CHY 254 Organic Chemistry Laboratory II
Students will apply the skills they developed in CHY 252 to explore reactions of various functional groups and develop critical thinking skills through inquiry based experiments. Students will learn experimental design and how to search the primary literature. Prerequisite: grade of C or better in CHY 252; CHY 253 (or concurrent). Cr 2.

CHY 345 Polymer Chemistry
We live in a plastic society. During the past 90 years plastics (synthetic polymers) have become an integral part of daily life. This course will survey the past, present, and future of the chemistry of these essential materials. Students will discuss preparation of polymers under radical chain, step-reaction, ionic, and coordination conditions. Then students will consider methods of characterization of polymers, both experimental and theoretical. Finally, students will examine commercial polymers and polymer technology. Prerequisites: grades of C or better in CHY 253 and CHY 373, or permission of instructor. Cr 3.

CHY 371 Quantum Chemistry
Principles of theoretical chemistry: quantum mechanics and spectroscopy. Topics include: quantization of translational, rotational, vibrational, and electronic energy; hydrogen orbitals; variational method and peturbation theory; multielectron atoms; chemical bonding; group theory; spectroscopy; and introductory statistical mechanics. Prerequisites: grades of C or better in CHY 115, MAT 152, and PHY 123. Cr 3.

CHY 373 Chemical Thermodynamics
Principles of theoretical chemistry: classical thermodynamics, molecular energetics, equilibrium, reaction kinetics, statistical thermodynamics, and electrochemistry. Prerequisites: grades of C or better in CHY 115, MAT 152, and PHY 121. Cr 3.

CHY 374 Chemical Thermodynamics Laboratory
Experiments illustrating material presented in CHY 373. One recitation and three laboratory hours per week. Prerequisites: grade of C or better in CHY 116; CHY 373 (or concurrent). Cr 2.

CHY 377 Spectroscopy
This course focuses on the structural elucidation of molecules through the use of mass spectrometry, infrared spectrometry, and nuclear magnetic spectrometry. A thorough consideration of the operation of the instrumentation used to obtain the spectra will also be addressed. Additional topics may include ultraviolet-visible and fluorescence spectroscopies and x-ray diffraction techniques. Prerequisite: grades of C or better in CHY 233 and CHY 253; CHY 371 (or concurrent); or permission of instructor. Cr 3.

CHY 378 Instrumental Analysis Laboratory
Experiments will be performed in mass spectrometry, gas and liquid chromatography, and UV-Vis, NMR, AA, and fluorescence spectroscopy. One hour of pre-lab recitation and three laboratory hours per week. Prerequisite: grades of C or better in CHY 233 and CHY 254; CHY 377 (or concurrent). Cr 2.

CHY 385 Pickles to Pints: Fermentation Science
Investigation into a variety of fermentation products and the chemical and biological processes that are involved in creating these products. Prerequisites: CHY 233, CHY 251, BIO 281 or BIO 311, or permission of instructor. Cr 3.

CHY 410-419 Special Topics
Faculty mentored independent laboratory research on advanced subjects or special topics. Prerequisite: permission of instructor. Cr 1-6.

CHY 421 Inorganic Chemistry
Descriptive chemistry of the inorganic compounds, structure, bonding, and ligand field theory. Prerequisite: grade of C or better in CHY 115; CHY 371 (or concurrent); or permission of instructor. Cr 3.

CHY 461 Biochemistry I
Application of chemical methods and principles to understanding biological processes. Topics include structure and action of nucleotides, proteins, lipids, and carbohydrates; enzyme kinetics and mechanisms; membranes and transport; and metabolism and energy conversion. This one-semester course provides a survey of the major areas of biochemistry, except for nucleic acids. Prerequisite: grade of C or better in CHY 253 or permission of instructor. Cr 3.

CHY 462 Biochemistry Laboratory I
Basic experimental methods in modern biochemistry. Experiments include detecting, purifying, crystallizing, and characterizing proteins; analyzing protein structure; and measuring enzyme kinetics. Techniques include ultraviolet and visible spectrophotometry; ion-exchange, gel, and high-pressure liquid chromatography; electrophoresis; and analysis of protein structure by computer graphics. One hour lecture and three hours

laboratory per week. Prerequisite: grade of C or better in CHY 254; CHY 461 (or concurrent). Cr 2.

CHY 463 Biochemistry II
Continuation of CHY 461. Topics include selected biosynthetic pathways, including photosynthesis; signal transduction applied to hormones, nerve transmission, and the five senses; and methods for structural analysis of macromolecules, including X-ray diffraction, nuclear magnetic resonance, and homology modeling. Participants present a seminar on a topic of current biochemical research. Prerequisite: grade of C or better in CHY 461. Cr 3.

CHY 470 Chemistry in Perspective
Capstone course in chemistry requiring both oral and written presentation of a current topic in chemistry with a laboratory component. This course includes an interdisciplinary component, as well as ethical, economic, and political considerations of the research topic. Required of all senior majors in the Chemistry BS and BA programs. Two hours of lecture and four hours of laboratory. Prerequisites: grades of C or better in CHY 233, CHY 253, CHY 254, CHY 373, and CHY 374; CHY 371 (or concurrent); and CHY 377 and CHY 378 (or concurrent). Cr 1-4.

CHY 490 Senior Research Project
Open to senior majors. Prerequisites: 2.0 GPA in chemistry, completion of the Analytical and Organic Chemistry series, and permission of department. 15 credits maximum. Cr 3-15.

Computer Science Overview

Chair of the Department: David Briggs

Associate Professors: Boothe, Briggs, MacLeod; Lecturer: Amorelli; Professor Emeritus: Welty

The Department of Computer Science offers a four-year program leading to a B.S. in computer science. Computer science courses concern the practice and the theory of solving problems by computer. More specifically, computer scientists build and analyze tools that allow complex problems to be solved. A component of computer science is the study and use of various programming languages, but computer science consists of much more than programming.

The focus of the computer science program is software design, that is, how software is designed and built to serve a purpose. Courses are available in the areas of databases, graphics, artificial intelligence, robotics, operating systems, and computer networks. The mathematical theory of computer science aids in determining the efficiency and correctness of algorithms and programs. In addition, a computer scientist must understand how computers are built and operate. The systematic application of general methods and computing technology to actual problems is the essence of computer science.

The undergraduate degree in computer science prepares students both for careers in the computing profession and for graduate study. Course requirements ensure that students receive instruction in both practical and theoretical aspects of computer science. The B.S. degree in computer science is accredited by the Computing Accreditation Commission (CAC) of ABET, the national board that accredits computer, engineering, and technology programs.

BS in Computer Science

Description

The B.S. in computer science prepares students for either continued study at the graduate level or entry into the labor market. Students have been successful at both pathways, with some earning doctoral degrees and some reaching high levels in the private sector, including director of software development at a major corporation. The curriculum includes a required core of courses that not only provides a broad base of fundamental knowledge, but also allows individuals to follow their own specific interests at the advanced level. All courses focus on general principles that will remain valid into the future but use tools and vehicles reflecting contemporary practice.

Computer science is perhaps the most pervasive technology of our time, reaching into every aspect of modern life, from work to recreation. It spans many disciplines, from mathematics and electrical engineering to linguistics, cognitive psychology, and graphic design. It is a challenge to provide a definition of the essence of such a sprawling discipline, but one the department faculty like is "Computer science is the study of what can be automated."

Many people imagine that one must learn advanced mathematics to become a computer scientist or software developer. To be sure, some applications, such as computational modeling of physical processes, require techniques from advanced mathematics. Other applications, however, do not require mathematics beyond the basics taught in a strong high school program. Far more important is the ability to think logically and precisely and the ability to devise a plan to solve a problem. Students have successfully transitioned to computer science from a variety of non-technical disciplines, including history, classics, and English literature.

Program Requirements

In addition to meeting departmental requirements for a major, students must meet the University Core Curriculum requirements. Several required courses for the degree, such as COS 420 Object-Oriented Design and THE 170 Public Speaking, also satisfy Core requirements. Students are encouraged to consult with an academic advisor to identify other overlaps.

Minimum total number of credits required for graduation: 120

Courses used to fulfill major requirements in sections A through E below must be passed with a grade of C– or better. Courses that are

prerequisites to COS courses must be passed with a grade of C or better. The cumulative grade point average of all courses applied to the major must be at least 2.0. A maximum of 3 credits of COS 497 Independent Study in Computer Science can be used to meet a degree requirement.

Specific course requirements are as follows:

A. Computer Science:
COS 160 Structured Problem Solving: Java
COS 161 Algorithms in Programming
COS 170 Structured Programming Laboratory
COS 250 Computer Organization
COS 255 Computer Organization Laboratory
COS 285 Data Structures
COS 350 Systems Programming
COS 360 Programming Languages
COS 398 Professional Ethics and Social Impact of Computing
COS 420 Object-Oriented Design
COS 485 Design and Analysis of Computing Algorithms

B. Computer Systems:
COS 450 Operating Systems or COS 457 Database Systems

C. Completion of three additional COS courses numbered 300 and above, excluding COS 498 Computer Science Internship. Graduate courses in the Department of Computer Science can be used to fulfill requirements in section C.

D. Mathematics and Science:
MAT 145 Discrete Mathematics I
COS 280 Discrete Mathematics II

Enough additional courses from the following list to total, with the two required courses of the last item, at least 15 credit hours:
EGN 181/MAT 181 Computing with Mathematica
EGN 248 Introduction to Differential Equations and Linear Algebra
MAT 148 Applied Calculus
MAT 152 Calculus A
MAT 153 Calculus B
MAT 220 Statistics for the Biological Sciences
MAT 252 Calculus C
MAT 281 Introduction to Probability
MAT 282 Statistical Inference
MAT 295 Linear Algebra
MAT 350 Differential Equations
MAT 352 Real Analysis
MAT 355 Complex Analysis
MAT 364 Numerical Analysis
MAT 366 Deterministic Models in Operations Research
MAT 380 Probability and Statistics
MAT 383 System Modeling and Simulation
MAT 392 Theory of Numbers
MAT 395 Abstract Algebra
MAT 460 Mathematical Modeling
MAT 461 Stochastic Models in Operations Research
MAT 470 Non-Euclidean Geometry
MAT 490 Topology
MAT 492 Graph Theory and Combinatorics

Completion of any two courses from the following:
BIO 105, 106 Biological Principles I: Cellular Biology and Laboratory Biology
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
CHY 113, 114 Principles of Chemistry I and Lab
CHY 115, 116 Principles of Chemistry II and Lab
ESP 101, 102 Fundamentals of Environmental Science and Lab
ESP 125, 126 Introduction to Environmental Ecology and Lab
PHY 121, 114 General Physics I and Lab
PHY 123, 116 General Physics II and Lab

E. Communication Skills:
ITP 210 Technical Writing
THE 170 Public Speaking

Minor in Computer Science

Description

The minor in computer science is intended for individuals who want to combine a basic knowledge of programming practice and computer hardware with more extensive knowledge in another domain. Students who minor in computer science will be able to write programs to perform useful tasks in their areas of specialty. They will be prepared to recognize opportunities to automate tasks from their domains, and to liaison between technical and non-technical staff. They are not required to learn as much theoretical material and do not get the breadth and depth that majors receive.

Program Requirements

Minimum number of credits required for the minor: 22. A minor in computer science may be obtained by successfully completing the following courses with grades of C or better:

COS 160 Structured Problem Solving: Java
COS 161 Algorithms in Programming
COS 170 Structured Programming Laboratory
COS 250 Computer Organization
COS 255 Computer Organization Laboratory
COS 285 Data Structures

and two additional COS courses numbered 250 or greater, excluding COS 498 Computer Science Internship, with grades of C- or better.

The cumulative grade point average for all courses in the minor must be 2.0 or higher.

Computer Science Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Course Fees

In some computer science courses fees are assessed to cover the cost of materials and supplies.

COS 160 Structured Problem Solving: Java
An introduction to the use of digital computers for problem solving, employing the Java programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Java and the object-oriented programming methodology. Course requirements include a substantial number of programming projects. This course must be taken concurrently with COS 170. Prerequisite: grade of C or better in MAT 108 or appropriate placement score. Offerered fall and spring. Cr 3.

COS 161 Algorithms in Programming
The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include a substantial number of programming projects. Prerequisite: grade of C or better in COS 160 or permission of instructor. Offered fall and spring. Cr 4.

COS 170 Structured Programming Laboratory

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

COS 184 Python Programming
A first introduction to computer programming for solving practical problems, taught in Python, a modern object-oriented, dynamic computer language. The course teaches how to represent aggregates of data, process data selectively and repetitively, structure programs with functions and use predefined libraries with an eye towards acquiring, managing, visualizing and performing basic analysis of sets of data. Students will conduct hands-on programming, both at home and in the lab. Prerequisite: grade of C or better in MAT 108 or permission of instructor. Cr 4.

COS 246 Programming Topics
Topics to be covered may include programming languages not otherwise offered (e.g., Ada, Smalltalk), different programming methodologies (e.g., object-oriented programming), assembly languages, and other specific areas of programming. Prerequisite: grade of C or better in COS 161 or permission of instructor. Cr 3.

COS 250 Computer Organization
The basic hardware, architecture, and software of computer systems are covered. Subjects include digital logic design, microprogramming, machine languages, assembly languages, and operating systems. Prerequisite: grade of C or better in COS 161. This course must be taken concurrently with COS 255. Offered fall. Cr 3.

COS 255 Computer Organization Laboratory
Students design, build, and test combinational and sequential logic circuits and write assembly language programs. This course must be taken concurrently with COS 250. Offered fall. Cr 1.

COS 280 Discrete Mathematics II
Concepts of modern algebra, set theory, Boolean algebra and predicate logic, elements of graph theory, and their application to computer science. This course emphasizes a syntactic approach to proof discovery. Prerequisites: grades of C or better in COS 160 and MAT 145. Offered fall. Cr 4.

COS 285 Data Structures
Basic abstract data types and their representations, fundamental algorithms, and algorithm analysis. Consideration is given to applications. Specific topics include linked structures, trees, searching and sorting, priority queues, graphs, and hashing. Course requirements include a substantial programming component. Prerequisites: grades of C or better in COS 161 and MAT 145 or MAT 152 or their equivalents, or permission of instructor. Offered fall. Cr 4.

COS 350 Systems Programming
A study of systems programming concepts and software, including the C programming language and the Unix programming environment and operating system interface. Students develop their abilities in these areas through programming exercises and projects. Prerequisites: grades of C or better in COS 250 and COS 285. Offered spring. Cr 3.

COS 360 Programming Languages
Principles and techniques of high level programming language specification, including syntax and semantics, and implementation methods. Languages are considered as formal constructs representing computable functions and the course presents basic results of computability theory. Methods of recognition for regular and context free languages, the functional alternative to the state based imperative paradigm, use of parse trees as control constructs, and concurrent programming synchronization primitives are also covered. Prerequisites: grades of C or better in COS 280 and COS 285, or permission of instructor. Offered fall. Cr 3.

COS 368 Graphical User Interface Design
Principles of graphical user interface design are utilized to build working interfaces. The programming language used may vary. Possible languages include Java and C++. Students will work in an object-oriented, event-driven environment. Prerequisite: grade of C or better in COS 285 or permission of instructor. Offered once every two years. Cr 3.

COS 374 Numerical Analysis
A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisites: grades of C or better in COS 160, MAT 252, and MAT 295, or permission of instructor. Offered once every two years. Cr 3.

COS 375 Web Applications Development
This course focuses on development of well-designed web applications. Students will learn how to build rich user interfaces using client-side frameworks, develop web services, and use design patterns in their software applications. Course requirements include a substantial number of programming projects. Prerequisite: grade of C or better in COS 285 or permission of instructor. Cr 4.

COS 389 Programming Autonomous Robots
Introduction to the programming concepts involved with autonomous robotic systems. Using off-the-shelf "robot kits" students will design a simple robotic platform to meet specific goals. Then, using a common platform for the remainder of the course, students will develop their

programming capabilities. Simple open-ended, feedback, and artificial intelligence systems will be explored throughout the course. Several benchmarks and robot competitions will be used to demonstrate the platform and programming learned in the course. Prerequisite: grade of C or better in COS 285. Offered once every two years. Cr 3.

COS 398 Professional Ethics and Social Impact of Computing
A study of ethical perspectives and social responsibilities of computer professionals. Assigned readings provide the basis for class discussions of such issues as social control and privacy, computer viruses, ACM code of professional conduct, hacking, limits of correctness in computer software, military influence on computer science research and education. Prerequisite: grade of C or better in COS 161 or permission of instructor. Offered spring. Cr 3.

COS 420 Object-Oriented Design
This course will focus on the construction of object-oriented software. Students will learn conceptual models for organizing objects and object hierarchies, an object-oriented design notation, the application of design patterns, and the use of software development methodologies such as the Agile development process. The capabilities will be used to solve relatively complex problems in a group setting. Prerequisite: grade of C or better in either COS 350 or COS 360 or any COS 400 level course, or permission of instructor. Offered spring. Cr 4.

COS 425 Mobile Development
This course addresses the peculiarities of software development for small, portable devices such as phones or tablets with their distinctive user interfaces and operating systems. Prerequisite: grade of C or better in COS 285. Cr 3.

COS 430 Software Engineering
Study of methods applied to large-scale software development, including topics such as requirements analysis and specification, design, validation and verification, and project management, with emphasis on principles of design. Students use methods on a large programming project. Prerequisite: COS 285 or COS 360. Cr 3.

COS 432 Deep Learning
An introduction to the theory and applications of deep learning. Topics include basic neural networks, convolutional and recurrent networks, and applications in computer vision and language interpretation. Students will learn to design neural network architectures and training procedures via hands-on assignments. Prerequisite: COS 280 or permission of instructor. Cr 4.

COS 444 Software Project Management
This course covers project life cycle, including developing the charter, plans and justification, outsourcing and procurement decisions, scope management, time and cost estimation, quality control, personnel management, risk assessment, and the critical role of communication, both internal and external, to the project. Students will learn to lead and participate in significant software projects. Experienced professionals from industry will visit the class. Prerequisites: junior standing and some programming experience. Offered once every two years. Cr 3.

COS 450 Operating Systems
Bottom up construction of a layered operating system beginning with the hardware interface and ending with the user interface. Specific topics covered include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling, and performance measurement. Students are assumed to be familiar with general machine architecture, functions of system software (compilers, loaders, editors, etc.), data structures, and have some experience with UNIX or other multiprogramming operating system. Prerequisites: grades of C or better in COS 250 and COS 350. Offered once every two years. Cr 3.

COS 452 Computer Graphics
A study of the techniques involved in computer graphics systems. Topics include: point-plotting and line drawing in two- and three-dimensional space; clipping and windowing; geometric modeling; algorithmic solutions to the hidden line and hidden surface problems. Prerequisite: grade of C or better in COS 285. Offered once every two years. Cr 4.

COS 457 Database Systems
Study of the methods and principles of database management systems (DBMS). Topics addressed include DBMS objectives and architecture, data models, the SQL data definition and data manipulation language, and providing Internet access to databases. The entity-relationship and relational models are emphasized and their use required in a design project. Prerequisites: grades of C or better in COS 280 and COS 285, or permission of instructor. Offered once every two years. Cr 3.

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

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

COS 469 Compiler Construction
Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Prerequisite: grade of C or better in COS 360. Offered once every two years. Cr 3.

COS 470 Topics in Computer Science
Topics to be covered may include philosophy of computers, history of computers, computers and society, simulation, graphics, and other advanced topics. Prerequisite: grade of C or better in COS 285 or permission of instructor. Cr 3.

COS 472 Artificial Intelligence and Data Mining
An introduction to the underlying concepts and applications of intelligent systems. Topics include heuristic search techniques, pattern matching, rule-based systems, computer representations of knowledge, and machine learning and data mining techniques. Course work includes regular labs and large projects. Students will learn to conduct research in artificial intelligence and will complete a modest research project. Prerequisite: grade of C or better in COS 285 or permission of instructor. Offered once every two years. Cr 3.

COS 475 Machine Learning
The basic theory, algorithms, and applications of Machine Learning are covered in this course. Students will develop an understanding of learning theory, supervised and unsupervised learning algorithms, and reinforcement learning techniques. The course will also explore recent practical applications of machine learning. Prerequisites: grades of C or better in COS 285 and MAT 295, or permission of instructor. Cr 4.

COS 485 Design and Analysis of Computing Algorithms
An introduction to the design and analysis of algorithms. Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered including: minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Substantial programming in a high-level language. Prerequisite: grade of C or better in COS 285. Offered spring. Cr 3.

COS 497 Independent Study in Computer Science
An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. At most, three credits of COS 497 can be used to satisfy degree requirements. Prerequisites: junior or senior standing and permission of the Department chair and instructor. Cr 1-3.

COS 498 Computer Science Internship
An opportunity for students to gain practical experience in computer science-related employment. The University's internship program provides placement. This course is offered on a pass/fail basis only, does not fulfill any computer science requirement, and a maximum of 6 credits may be taken. Cr 3.

Graduate

Graduate level computer science courses are generally restricted to graduate students who have successfully gone through an admissions procedure, but other students may take them by permission from the instructor.

COS 532 Deep Learning
An introduction to the theory and applications of deep learning. Topics include basic neural networks, convolutional and recurrent networks, and applications in computer vision and language interpretation. Students will learn to design neural network architectures and training procedures via hands-on assignments. Prerequisite: graduate standing. Cr 4.

COS 540 Computer Networks
An introduction to computer networks, computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. Prerequisite: graduate standing. Cr 3.

COS 542 Distributed Systems
An introduction to the design and operation of distributed systems. Topics include client-server models, interprocess communications, RPC, replication and consistency, online transaction processing, error and fault recovery, encryption, and security. Examples will be taken from extant distributed systems. Students will design and implement a distributed system. Prerequisites: COS 450 and COS 460 or their equivalents, or permission of instructor. Cr 3.

COS 544 Software Project Management
The course covers project life cycle, including developing the charter, plans and justification, outsourcing and procurement decisions, scope management, time and cost estimation, quality control, personnel management, risk assessment, and the critical role of communication, both internal and external, to the project. Students will learn to lead and participate in significant software projects. Experienced professionals from industry will visit the class. Prerequisite: graduate standing. Cr 3.

COS 550 Operating Systems
Topics include concurrent processes, process management, I/O, virtual memory, file management, resource scheduling and performance measurement. Prerequisite: graduate standing. Cr 3.

COS 558 Database Systems
Study of the methods and principles of database management systems (DBMS). Topics addressed include DBMS objectives and architecture, data models, data definition and manipulation languages (in particular, SQL) and providing internet access to databases. The entity-relationship and relational models are emphasized and their use required in a design project. Prerequisite: graduate standing. Cr 3.

COS 569 Compiler Construction
Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Prerequisite: graduate standing. Cr 3.

COS 570 Seminar: Advanced Topics in Computer Science
Topics vary from year to year and will include current research, emerging technologies, and case studies. Cr 3.

COS 572 Artificial Intelligence and Data Mining
An introduction to the underlying concepts and applications of intelligent systems. Topics include heuristic search techniques, pattern matching, rule-based systems, computer representations of knowledge, and machine learning and data mining techniques. Course work includes regular labs and large projects. Students will learn to conduct research in artificial intelligence and will complete a modest research project. Cr 3.

COS 575 Machine Learning
The basic theory, algorithms, and applications of Machine Learning are covered in this course. Students will develop an understanding of learning theory, supervised and unsupervised learning algorithms, and reinforcement learning techniques. The course will also explore recent practical applications of machine learning. Prerequisites: COS 285 and MAT 295 or their equivalents, or permission of instructor. Cr 4.

COS 576 Advanced Object-Oriented Design
This course considers developing object-oriented, multi-tier, Web-based applications. Topics will include object-oriented design patterns in distributed environments, software components, and software frameworks. The course has a significant hands-on implementation component, and, after completing the course, students will have practical experience with several leading-edge distributed object technologies, including AJAX, Web Services, Enterprise JavaBeans, JDBC, and Servlets. Students will work in teams to develop a medium-sized, multi-tier application that incorporates several of the technologies mentioned above. Lectures will provide an introduction to the technologies and discuss principled ways to apply these technologies. Prerequisite: COS 420 or equivalent, or permission of instructor. Cr 4.

COS 582 Design and Analysis of Computing Algorithms
Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered, including minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Prerequisite: graduate standing. Cr 3.

COS 598 Internship
Students apply their learning to a specific problem in a practical context under faculty and managerial supervision. See Departmental guidelines for more details. Prerequisites: graduate standing and prior approval of proposal by the Department chair and instructor. Cr 1-3.

COS 696 Master's Project
A 3-credit project that is one of two options for completing the Master's degree requirements. The project must be supervised by a committee and the project proposal approved in advance. Offered only as a pass/fail course. Prerequisites: graduate standing and faculty approval. Cr 3.

COS 697 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 1-4.

COS 698 Master's Thesis
A 6-credit thesis that is one of two options for completing the Master's degree requirements. The thesis project must be supervised by a committee and the project proposal approved in advance. Offered only as a pass/fail course. Prerequisites: graduate standing and faculty approval. Cr 6.

Engineering Overview

Chair of the Department: Carlos Lück

Professors: Ghorashi, Guvench, Jankowski; Associate Professor: Lück; Assistant Professors: Eaton, Lanba, Maxworth; Lecturer: Davis; Dean Emeritus: Hodgkin; Associate Professor Emeritus: Smith

Engineering is a challenging profession concerned with the design, development, fabrication, and control of physical devices and systems.

Engineering is constantly evolving, and the department's curricula reflect it. The Engineering Department provides a solid and complete engineering education built upon a foundation of mathematics, science, and the liberal arts. The undergraduate programs are broadly based, but there are opportunities to specialize. Computer usage is integrated throughout the curriculum. Internships with industrial partners are available to students at all levels.

The Department serves both traditional and nontraditional students who are diverse in academic background, age, and life experience. The Department also provides a technical resource to the community by linking the teaching, research, and public service capabilities of the Department with the needs of industries, organizations, and institutions of southern Maine.

Engineering programs include bachelor of science degrees in electrical engineering and in mechanical engineering, a concentration in computer engineering, minors in electrical engineering and mechanical engineering, a transfer program that delivers the first year or more of several other engineering specialties, and an accelerated graduate pathway with the School of Business that delivers a master's in business administration (MBA) with an engineering concentration.

The Engineering Department is committed to maximizing the student's potential to achieve academic goals. Upon admission, each student is assigned an advisor from among the engineering faculty. The student is then expected to meet with the advisor every semester before registering for classes. Regular contact with an advisor provides assistance for course selection and satisfactory progress toward meeting academic goals, but the primary responsibility for satisfying program requirements rests with the student. Courses are scheduled and rotated to provide maximum access to the breadth of technical electives and to make it possible for a full-time student to graduate in four years. Students are encouraged to pursue double majors, minors, concentrations, additional courses and internships to increase access and opportunities for a diverse and productive engineering career.

BS in Electrical Engineering

Description

The electrical engineering program is accredited by the EAC (Engineering Accreditation Commission) of ABET (formerly the Accreditation Board for Engineering and Technology).

Graduates of the program are prepared to:

1. excel as engineers in technologically-intensive environments;
2. succeed in post-baccalaureate and graduate studies;
3. transfer their acquired skills to a variety of contexts and endeavors; and
4. contribute to society as broadly educated, articulate, and ethical professionals and citizens.

These objectives are complementary to and in addition to the general education objectives of the University.

The electrical engineering program may be augmented with a concentration in computer engineering or an M.B.A. with a concentration in engineering.

Program Requirements

Minimum number of credits required for the major: 128.5. Course requirements are as follows (concurrent core curriculum requirements are noted in parentheses for reference):

Mathematics
MAT 145 Discrete Mathematics I
MAT 152 Calculus A (Core: Quantitative Reasoning)
MAT 153 Calculus B
MAT 252 Calculus C (Core: Cluster Alternative)
MAT 380 Probability and Statistics (Core: Cluster Alternative)

Computer Programming
EGN 160 Introduction to Programming: The C Language; or
COS 160 Structured Problem Solving: Java; and
COS 170 Structured Programming Laboratory

Basic Science
CHY 113 Principles of Chemistry I (Core: Science Exploration)
CHY 114 Laboratory Techniques I (Core: Science Exploration)
PHY 121 General Physics I
PHY 114 Introductory Physics Laboratory I
PHY 123 General Physics II
PHY 116 Introductory Physics Laboratory II

Creative Expression (Core)
THE 170 Public Speaking or HON 175 Oral Interpretation of Texts

Engineering Core
EYE 112 Built Environment: Energy; or another Entry Year Experience course approved by the Engineering Department
EGN 248 Introduction to Differential Equations and Linear Algebra
EGN 301 Junior Design Project and the Engineering Profession
EGN 402 Senior Design Project (Core: Capstone)
ELE 216 Circuits I: Steady-State Analysis
ELE 217 Circuits II: System Dynamics
ELE 219 Circuits Laboratory
ELE 323 Electromechanical Energy Conversion
ITP 210 Technical Writing

Electrical Engineering
EGN 325 Control Systems
EGN 329 Electromechanical and Control Systems Laboratory
ELE 172 Digital Logic
ELE 179 Digital Logic Laboratory
ELE 262 Physical Electronics
ELE 271 Microprocessor Systems
ELE 314 Linear Signals and Systems
ELE 342 Electronics I: Devices and Circuits
ELE 343 Electronics II: Electronic Design
ELE 351 Electromagnetic Fields
ELE 486 Digital Signal Processing
ELE 489 Analog and Digital Signals Laboratory

Engineering Tools
EGN 187 PSpice

Completion of two (2) additional 1-credit courses with the Engineering Tools designation (EGN 181 to EGN 188).

Technical Electives
Completion of five (5) engineering courses with 3 or more credits each at the junior or senior level (300-level or higher EGN, ELE, or MEE), in addition to those courses explicitly required above.

For graduation, electrical engineering majors must maintain an overall grade point average of 2.0 and a cumulative grade point average of 2.0 in engineering courses.

Permission from the student's advisor is required before taking any course outside USM to satisfy a requirement of the major.

Computer Engineering Concentration

Students with a particular interest in design and application of computer hardware and software systems may choose the computer engineering concentration.

Minimum number of credits required for the concentration: 128.5. Requirements for the bachelor of science degree in electrical engineering with a concentration in computer engineering differ from the standard electrical engineering degree requirements as follows:

Students in the concentration are not required to take these courses:
ELE 323 Electromechanical Energy Conversion
EGN 325 Control Systems
EGN 329 Electromechanical and Control Systems Laboratory
ELE 343 Electronics II: Electronic Design
ELE 351 Electromagnetic Fields

Instead, they are required to take:
COS 160 Structured Problem Solving: Java
COS 170 Structured Programming Laboratory
COS 161 Algorithms in Programming
COS 285 Data Structures
One 300-level or higher computer science elective
One additional 300-level or higher computer science or engineering elective, as approved by the student's advisor

For graduation, majors of electrical engineering with a concentration in computer engineering must maintain an overall grade point average of 2.0 and a cumulative grade point average of 2.0 in engineering and computer science courses.

BS in Mechanical Engineering

Description

The mechanical engineering program is accredited by the EAC (Engineering Accreditation Commission) of ABET (formerly the Accreditation Board for Engineering and Technology).

Graduates of the program are prepared to:

1. excel as engineers in technologically-intensive environments;
2. succeed in post-baccalaureate and graduate studies;
3. transfer their acquired skills to a variety of contexts and endeavors; and
4. contribute to society as broadly educated, articulate, and ethical professionals and citizens.

These objectives are complementary to and in addition to the general education objectives of the University.

Program Requirements

Minimum number of credits required for the major: 128.5. Course requirements are as follows (concurrent Core Curriculum requirements are noted for reference):

Mathematics
MAT 152 Calculus A (Core: Quantitative Reasoning)
MAT 153 Calculus B
MAT 252 Calculus C (Core: Cluster Alternative)
MAT 380 Probability and Statistics (Core: Cluster Alternative)

Computer Programming
EGN 160 Introduction to Programming: The C Language; or
COS 160 Structured Problem Solving: Java; and

COS 170 Structured Programming Laboratory

Basic Science
CHY 113 Principles of Chemistry I (Core: Science Exploration)
CHY 114 Laboratory Techniques I (Core: Science Exploration)
PHY 121 General Physics I
PHY 114 Introductory Physics Laboratory I
PHY 123 General Physics II
PHY 116 Introductory Physics Laboratory II

Creative Expression (Core)
THE 170 Public Speaking or HON 175 Oral Interpretation of Texts

Engineering Core
EYE 112 Built Environment: Energy; or another Entry Year Experience course approved by the Engineering Department
EGN 248 Introduction to Differential Equations and Linear Algebra
EGN 260 Materials Science for Engineers
EGN 301 Junior Design Project and the Engineering Profession
EGN 402 Senior Design Project (Core: Capstone)
ELE 216 Circuits I: Steady-State Analysis
ELE 217 Circuits II: System Dynamics
ELE 219 Circuits Laboratory
ELE 323 Electromechanical Energy Conversion
ITP 210 Technical Writing

Mechanical Engineering
MEE 150 Applied Mechanics: Statics
MEE 230 Thermodynamics I: Laws and Properties
MEE 251 Strength of Materials
MEE 259 Statics and Strength of Materials Laboratory
MEE 270 Applied Mechanics: Dynamics
MEE 331 Thermodynamics II: Flows and Cycles
MEE 339 Thermodynamics Laboratory
MEE 360 Fluid Mechanics
MEE 372 Computer-Aided Design of Machine Elements
MEE 373 Design of Machines and Mechanisms
MEE 374 Theory and Applications of Vibrations
MEE 379 Dynamics and Vibrations Laboratory
MEE 432 Heat Transfer
MEE 439 Fluid Mechanics and Heat Transfer Laboratory

Engineering Tools
EGN 182 Solidworks
EGN 188 Materials Processing

Completion of one (1) additional one-credit course with the Engineering Tools designation (EGN 181 to EGN 188)

Technical Electives
Completion of four (4) engineering courses with 3 or more credits each at the junior or senior level (300-level or higher EGN, ELE or MEE), in addition to those courses explicitly required above.

For graduation, mechanical engineering majors must maintain an overall grade point average of 2.0 and a cumulative grade point average of 2.0 in engineering courses.

Permission from the student's advisor is required before taking any course outside USM to satisfy a requirement of the major.

Minor in Electrical Engineering

Description

The minor in electrical engineering is designed for students majoring in other disciplines who desire an exposure to the theory and practice of electrical engineering. The minimum number of credits (exclusive of prerequisites) for the minor is 14. An engineering faculty will be assigned as an advisor to assist with scheduling and track student progress toward the minor.

Program Requirements

Successful completion of the following courses with a cumulative grade point average of 2.0:

ELE 172 Digital Logic
ELE 179 Digital Logic Laboratory
ELE 216 Circuits I: Steady-State Analysis
ELE 217 Circuits II: System Dynamics
ELE 219 Circuits Laboratory

One course from the following:

ELE 271 Microprocessor Systems
ELE 314 Linear Signals and Systems
ELE 342 Electronics I: Devices and Circuits

Minor in Mechanical Engineering

Description

The minor in mechanical engineering is designed for students majoring in other disciplines who desire an exposure to the theory and practice of mechanical engineering. The minimum number of credits (exclusive of prerequisites) for the minor is 13. An engineering faculty member will be assigned as an advisor to assist with scheduling and track student progress toward the minor.

Program Requirements

Successful completion of the following courses with a cumulative grade point average of 2.0:

MEE 150 Applied Mechanics: Statics
MEE 230 Thermodynamics I: Laws and Properties
MEE 251 Strength of Materials
MEE 259 Statics and Strength of Materials Laboratory
MEE 270 Applied Mechanics: Dynamics

Transfer Program in Engineering

Description

The transfer program in engineering prepares students to begin engineering studies at USM and then complete engineering degrees at the University of Maine or elsewhere. It also allows students who are undecided, or who do not yet meet all engineering degree program admission requirements, to become matriculated in engineering and begin taking classes prior to transferring to an engineering degree program at USM. All students matriculated in this program are eligible to transfer to any accredited engineering program in the country for completion of the degree.

Program Requirements

Requirements vary depending on the requirements of the program a student will transfer to for the completion of the degree.

Engineering Course Descriptions

- Undergraduate
- Graduate

Undergraduate

Course Fees:

Course fees to cover the cost of equipment, materials and supplies are assessed in some engineering courses. Consult the department for a current list of fees associated with each course.

EYE 112 Built Environment: Energy
A substantial component of the world we live in is the built environment – the world that people have invented, designed, built and used. People have seen the natural environment to be sacred, to be a part of, to be enjoyed, to be used, and to be dominated. In recent times it has become recognized that human activities can seriously affect the natural environment. This course focuses on a particular part of the natural environment – energy. Students will learn what energy is, where various forms of energy come from and how they are transformed and used. Forms of energy studied include, for example, fossil, solar, wind, hydro, biomass, and nuclear. The course will address the social, economic, political and environmental issues related to the acquisition, processing and use of energy. Integral to the course are lectures, reading, writing, group activities, laboratory exercises and experiments, and a team project. Students should have very basic algebra skills. This course is not required for transfer students with 24 or more credit hours. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 101 Introduction to Engineering
Project-based learning to introduce the process of engineering design through team design projects and hands-on laboratory activities. Throughout, the historical, societal, cultural, and ethical impacts of good design are examined. A major portion of the course is learning to form and communicate designs using CAD software. Corequisite: MAT 152. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 160 Introduction to Programming: The C Language
The C language has been used extensively for performance intensive tasks required in engineering and has found increased usage in embedded systems. C and its dialects (e.g. C++, C#, Java, Perl, Python) are employed in the vast majority of programming tasks and applications. As such, it is one of the few programming languages that is defined as an ANSI/ISO standard. This course will cover the fundamentals of programming and the C language. No prior knowledge of C is required. This is a 4-credit course and includes a laboratory component. Engineering students may use this course to satisfy the Computer Programming requirement. Lecture 4 hrs., Lab 1 hr. Cr 4.

EGN 181 Engineering Tools: *Mathematica*
An introduction to *Mathematica* as a general-purpose computational and visualization tool. Topics covered include symbolic and numerical computations, graphics and visualization, and basics of the *Mathematica* programming language. Students will use *Mathematica* in several hands-on exercises to solve typical computational problems. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 182 Engineering Tools: *SolidWorks*
An introduction to *SolidWorks* and its use as a design tool for engineering. Students will use hands-on labs to create three dimensional solid models together with their orthographic views and convert them to computer design files. Students will learn the basics of building parts, dimensioning, tolerances, manufacturing drawings, assemblies, assembly drawings, and bills of material. They learn best practices, essential parametric sketching techniques, and time-saving shortcuts for making three dimensional parts and assemblies. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 183 Engineering Tools: *LabView*
An introduction to *LabView* and its use as a GUI programming tool for automated data acquisition, computer-instrument interfacing and control, and data processing. Students will learn the basics of *LabView* programming and use it in hands-on lab exercises to gain enough experience to start their own data acquisition and measurement project. Lecture 1 hr., Lab 1 hr. Cr 1.

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

EGN 185 Engineering Tools
To be determined. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 186 Engineering Tools: *MATLAB*

An introduction to the *MATLAB* and *Simulink* environments. Topics include basic calculations, variables, arrays and matrix operations, solution of linear algebraic equations, graphs, mesh and surface plots, basic programming in *MATLAB*, *MATLAB* functions, mfiles, calculus with *MATLAB*, *Simulink*, rational and logic operators, solution of nonlinear algebraic equations, case studies and applications. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 187 Engineering Tools: *PSpice*
An introduction to *PSpice* and its use as a GUI schematics entry tool for circuit simulation, including DC, small signal AC, sinusoidal and transient analysis. Students will learn the basics of *PSpice* and use it in hands-on lab exercises to gain enough experience to draw, simulate and do virtual testing of their circuit designs. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 188 Engineering Tools: *Materials Processing*
An introduction to material processing operations. Topics include safety considerations, casting and metal forming techniques, material selection, material removal technology; lathes, milling machines, saws, drills, tool and parameter selection. Materials joining technology, welding, brazing, soldering. Heat treatment and metallographic examination. Lecture 1 hr., Lab 1 hr. Cr 1.

EGN 248 Introduction to Differential Equations and Linear Algebra
Introduction to linear algebra and differential equations for engineering and science students. Standard methods for solving differential equations as they arise in engineering and science, linear algebra concepts needed to solve linear algebraic systems and linear systems of differential equations, and computational skills in matrix theory needed in computational linear algebra. Topics will include matrix algebra, determinants, linear independence, linear systems, linear transformations, eigenvalues and eigenvectors, vector spaces, first-order ODEs, higher-order linear ODEs, linear systems of ODEs, Laplace transform, and mathematical modeling and numerical methods. May be replaced by MAT 295 and MAT 350. Prerequisite: MAT 153. Lecture 4 hrs. Cr 4.

EGN 260 Materials Science for Engineers
This introductory course will provide students with the conceptual perspective for origin of materials behavior - structure/property/performance interrelationships. Students will learn about materials selection and use of familiar materials - metals, ceramics, polymers, and composites in engineering applications. Laboratory sessions will accompany selected lessons to illustrate the application of theoretical concepts in practice. Prerequisites: CHY 113, MAT 153, PHY 123. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 301 Junior Design Project and the Engineering Profession
The fundamental mission of engineering is design. Students, working in teams, learn the fundamentals of developing a specific problem statement, flowcharting, researching, project management, and design actualization, incorporating appropriate engineering standards and multiple realistic constraints. Professional issues such as ethics, intellectual property, interview skills, and resume preparation are explored. The student is challenged to consider the work of the engineer in the broader context of societal, personal, and professional responsibility. Prerequisites: ITP 210, THE 170, permission of advisor, graduating in 3 semesters. Lecture 3 hrs. Cr 3.

EGN 304 Engineering Economics
Introduction to making economic decisions, supply, demand and equilibrium in economics, ethical considerations and ethical dilemmas, Pareto efficiency, investment and cost analysis, time value of money, cash flow, the present value of a cash flow, rate of return of a project, cost-benefit study, breakeven analysis, evaluation of alternatives under budget constraint, sensitivity analysis of economic decisions with respect to changes in economic factors, expected value and economic decision-making under uncertainty, taxes, subsidies and rationing defender challenger problem and replacement analysis, inflation, computer-aided engineering economics using spreadsheets. Prerequisite: MAT 152. Lecture 3 hrs. Cr 3.

EGN 317 Introduction to Robotics
Kinematic modeling of serial manipulators. Trajectory, path and motion planning. Actuators and sensors, artificial intelligence, and programming of robotic devices. Examples of multiple platforms in the Robotics and Intelligence Systems Laboratory. Prerequisites: EGN 160 or COS 160, EGN 248. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 325 Control Systems
Laplace transform, transfer function, modeling control systems by block diagrams, transient and steady-state responses of SISO systems in time domain, error analysis, frequency-response analysis using Bode and Nyquist diagrams, root-locus and Routh's stability methods, analysis and design of control systems using root-locus analysis, operational amplifiers, compensation and design of feedback control systems using lead-lag compensators and PID controllers, state space method for analysis of MIMO systems. Prerequisites: EGN 248, ELE 217. Lecture 3 hrs. Cr 3.

EGN 329 Electromechanical and Control Systems Laboratory
Exploration of theory and applications of electromechanical and control systems in the laboratory. Prerequisites: ELE 219, ELE 323. Corequisite: EGN 325. Lab 2 hrs. Cr 1.

EGN 394 Engineering Internship
Work experience in engineering. An opportunity for students to obtain credit for a project or study sequence completed while employed. The activity must have both components of design and analysis. Prerequisites: completion of all sophomore engineering classes in the respective major, permission of instructor. Project. Cr 1-3.

EGN 402 Senior Design Project

Design and implementation of a device or system to perform an engineering function. May be done individually or in small groups, but the contribution is evaluated on an individual basis. Project outcomes include an oral presentation, a demonstration of the device or system, and a final report. The final report must contain a description of the engineering standards that were investigated and/or applied and how the realistic constraints were observed. Prerequisites: EGN 301, the Core Curriculum requirement of Ethical Inquiry, Social Responsibility, and Citizenship, and permission of instructor. Project. Cr 3.

EGN 403 Advanced Design Project
In-depth design and implementation of a device or system to perform an engineering function, or an engineering research project. May be done individually or in small groups, but the contribution is evaluated on an individual basis. Prerequisites: EGN 402 with a grade of B or better, and permission of instructor. Project. Cr 3.

EGN 446 Micro Electromechanical Systems
Topics include microfabrication, principles of electromechanical energy conversion and transduction, sensors and actuators, materials used for MEMS and their thermal, electrical, and mechanical properties. Standard MEMS fabrication processes and MEMS design. Prerequisite: ELE 217. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 481 Engineering Statistics for Manufacturing
This course covers the application of statistical techniques to engineering manufacturing. Statistical tools are used throughout the entire life cycle of manufacturing, from the process design stage in an effort to reduce variation, to monitoring to assess process stability, through establishing acceptance/rejection criteria for finished parts. Tools such as hypothesis testing, regression analysis, and statistical process control are developed and then applied to common manufacturing problems. The statistical analysis software MiniTab is taught and used extensively. Prerequisite: MAT 380. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 497 Independent Study
An opportunity for the student to explore topics not covered in available courses or to pursue a topic of interest in-depth. Prerequisite: Permission of instructor. Project. Cr 1-3.

EGN 498 Advanced Topics in Engineering
Topics in engineering at the advanced (junior or senior) level not regularly covered in other courses. The content can be varied to suit current needs. The course may, with advisor permission, be taken more than once. Consult the Department for current offerings and prerequisites. Cr 3-4.

ELE 172 Digital Logic
Introduction to the design of binary logic circuits. Combinatorial and sequential logic systems. Design with small and medium scale integrated circuits and programmable logic devices (PLDs). Registers, counters, and random access memories (RAMs). The algorithmic state machine (ASM). Lecture 3 hrs. Cr 3.

ELE 179 Digital Logic Laboratory
Introduction to the design of binary logic circuits. Combinatorial and sequential logic systems. Design with small and medium scale integrated circuits and programmable logic devices (PLDs). Corequisite: ELE 172. Lab 2 hrs. Cr 1.

ELE 216 Circuits I: Steady-State Analysis
An examination of laws, theorems, and analysis techniques applied to DC and AC circuits operating in steady-state. Physical properties and modeling of sources, resistors, inductors, and capacitors. Phasors, impedance, AC power, magnetic coupling. Introduction of engineering standards applicable to electric circuits and components. Prerequisites: MAT 153, PHY 123. Lecture 3 hrs. Cr 3.

ELE 217 Circuits II: System Dynamics
Time-domain analysis of first- and second-order systems based on electric circuits, but drawing analogy to mechanical, fluid, thermal, and other dynamic systems. Frequency-domain analysis, resonance, Bode plots, frequency response design. Study and application of the Laplace transform for the solution of differential equations governing dynamic systems. Prerequisite: ELE 216. Corequisites: ITP 210, EGN 248. Lecture 3 hrs. Cr 3.

ELE 219 Circuits Laboratory
Exploration of theory and applications of circuits in the laboratory. Corequisite: ELE 217. Lab 2 hrs. Cr 1.

ELE 262 Physical Electronics
Basic characteristics and properties of materials of importance in solid-state engineering. Particular emphasis is placed on atoms, crystal structures, electronic conductivity, semiconductor theory, P-N junctions, bipolar- and field effect transistors with applications in electronic circuits, sensors and photovoltaics. Prerequisite: CHY 113. Corequisite: ELE 217. Cr 3.

ELE 271 Microprocessor Systems
The organization of microprocessor-based computers and microcontrollers. Architecture and operation, flow of digital signals, timers, and memory systems. Assembly programming, instruction sets, formats and addressing modes. Input-output concepts: programmed I/O, interrupts and serial communication. Microprocessor arithmetic. Laboratory experience programming the Texas Instruments MSP430 16-bit microcontroller in assembly and in C. Prerequisites: EGN 160 or COS 160, ELE 172. Lecture 4 hrs., Lab 1 hr. Cr 4.

ELE 314 Signals and Systems
Introduction to the theory of signals and linear systems. Linear time-invariant system properties and representations; differential and difference equations; convolution; Fourier analysis; and Laplace transform. Selected topics in sampling, signal processing, filtering and filter design. Prerequisites: EGN 248, ELE 217. Lecture 3 hrs. Cr 3.

ELE 323 Electromechanical Energy Conversion
Basic concepts of magnetic circuits and transformers. Three-phase system and power transmission. Conversion between electrical and mechanical energy through magnetic fields. Study of direct current motors and generators. Study of alternating current machines: induction motors, synchronous machines, and single-phase motors. Prerequisites: ITP 210, ELE 217. Lecture 3 hrs. Cr 3.

ELE 327 Energy and Power Systems
Energy sources for power generation. Polyphase and HVDC systems, power transformers, transmission lines, power flows, simulation tools for power system analysis and design. Prerequisite: ELE 323. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 342 Electronics I: Devices and Circuits
Operation, terminal characteristics and circuit models of p-n junction diodes, bipolar-junction and field-effect transistors. Nonlinear circuit analysis methods: piece-wise-linear, small-signal and SPICE. Biasing and bias stability. Rectifiers, clipper, clamper, Zener regulator circuits, and small signal BJT and FET amplifiers. Analysis, design, and SPICE simulation of such circuits. Prerequisites: ELE 217, ELE 219. Lecture 4 hrs., Lab 1 hr. Cr 4.

ELE 343 Electronics II: Electronic Design
Analysis and design of electronic circuits with BJTs, FETs and OpAmps for applications in signal generation, amplification, waveshaping, and power control. Topics include differential, multi-stage, linear and power amplifiers; real operational amplifiers and OpAmp applications; design for frequency response, active filters; feedback, stability and oscillators. Simulation and design verification with SPICE. Prerequisite: ELE 342. Lecture 4 hrs., Lab 1 hr. Cr 4.

ELE 351 Electromagnetic Fields
Static electric and magnetic fields; properties of dielectric and ferromagnetic materials; time varying fields, Faraday's law, Maxwell's equations; plane waves in dielectric and conducting media; calculation of the fields and other properties of common transmission lines and other devices. Prerequisites: EGN 248, ELE 217, MAT 252. Lecture 3 hrs. Cr 3.

ELE 367 Optoelectronics
Properties and applications of optoelectronic devices and systems. Topics include radiation sources (LEDs and semiconductor lasers), photo detectors and detector circuits, solar cells, fiber optics, and electro-optical system components. Prerequisite: ELE 217. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 444 Analog Integrated Circuits and Design
Principles of internal circuit operation and design of analog integrated circuits with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, power stages, frequency response, feedback, stability and internal compensation applied to the design of CMOS operational amplifiers and other CMOS analog integrated circuits. SPICE simulation, layout and electronic design automation tools are demonstrated and used in homework and design projects. Prerequisite: ELE 343. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 483 Communications Engineering
Basic principles of modern communication engineering. Analog and digital signals and systems; analysis methods. Modulation techniques: AM, FM, and carrier modulation of digital signals. Baseband signaling and coding. Prerequisite: ELE 314. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 486 Digital Signal Processing
Basic principles of processing digital signals. Sampling and quantization. Time and frequency domain representation and analysis of discrete-time signals and systems: convolution, difference equations, DTFT, and z-transform. Finite-length transforms and their algorithmic implementations. FIR and IIR systems. Digital filter design. Multirate systems. Prerequisites: EGN 160 or COS 160, ELE 314. Lecture 3 hrs. Cr 3.

ELE 487 Digital Image Processing
The theory and practice of digital processing of images by computer. Introduction to two-dimensional signal processing theory: sampling, transforms, and filters. Image acquisition and representation; enhancement methods; image coding; image analysis; and image processing hardware. Prerequisites: EGN 160 or COS 160, ELE 314. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 489 Analog and Digital Signals Laboratory
Exploration of theory and applications of analog and digital signals in the laboratory. Prerequisite: ELE 219. Corequisite: ELE 486. Lab 2 hrs. Cr 1.

MEE 150 Applied Mechanics: Statics
Equilibrium of particles, moment of a force, couple, equilibrium of rigid bodies, centroid and center of mass, analyzing trusses, frames and machines, shear force and bending moment in beams, dry friction, wedges, area moment of inertia, parallel axis theorem, mass moment of inertia,

Mohr's circle for moments of inertia, method of virtual work. Prerequisites: MAT 152, PHY 121. Lecture 3 hrs. Cr 3.

MEE 230 Thermodynamics I: Laws and Properties
Basic concepts and definitions; thermodynamic properties of gases, vapors, and gas-vapor mixtures; energy and energy transformations; the first and second Laws of thermodynamics; first and second law applied to systems and control volumes; thermodynamic properties of systems. Prerequisites: MAT 153, PHY 121. Lecture 3 hrs. Cr 3.

MEE 251 Strength of Materials
Normal and shear stress and strain in structural members under axial, torsion, bending and transverse loadings, calculation of combined stresses, transformation of stress and principal values of stress and strain, deflection of beams. Prerequisites: MAT 153, MEE 150. Lecture 3 hrs. Cr 3.

MEE 259 Statics and Strength of Materials Laboratory
Exploration of theory and applications of statics and strength of materials in the laboratory. Corequisite: MEE 251. Lab 2 hrs. Cr 1.

MEE 270 Applied Mechanics: Dynamics
Kinematics of particles and rigid bodies. Kinetics of particles and rigid bodies using Newton, impulse/momentum and work-energy methods. Prerequisite: MEE 150. Corequisite: MAT 252. Lecture 3 hrs. Cr 3.

MEE 331 Thermodynamics II: Flows and Cycles
Thermodynamic properties of system; energy system analysis including power cycles, and refrigeration systems; energy availability; general thermodynamic relations, thermodynamics of mixtures; Introduction to chemical thermodynamics; thermodynamics of fluid flow; design and optimization of thermal systems. Prerequisite: MEE 230. Lecture 3 hrs. Cr 3.

MEE 339 Thermodynamics Laboratory
Exploration of theory and applications of thermodynamics in the laboratory. Corequisite: MEE 331. Lab 2 hrs. Cr 1.

MEE 352 Analysis and Design of Composite Structures
Advantages and limitations of composite materials, fibers and matrices, anisotropic, orthotropic and transversely isotropic materials, fabrication processes of composites, axial deformation and bending of sandwich beams and reinforced concrete, elastic behavior and strength of unidirectional lamina, elastic constants of a lamina along an arbitrary direction, elastic behavior of multidirectional laminate, failure criteria of laminates, joining and assembly, case studies, mechanical test methods, experimental determination of engineering constants of composites, computer-aided analysis and design of composite structures. Prerequisites: EGN 248, MEE 251. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 353 Applied Stress Analysis
Shear center and transverse shear in thin-walled beams, torsion of thin-walled open and closed members, warping restraint and torsion of multi-cell sections, stresses in rotating disks and cylinders, yield criteria, residual stresses, plastic hinges in beams, yield lines in plates, ultimate load carrying capacity of beams and plates, plastic deformation and metal forming under compression, deep drawing, wire drawing, rolling, and extrusion. Prerequisites: EGN 248, EGN 260, MEE 251, MEE 259. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 356 Introduction to the Finite Element Method
This course will use a mix of theory and computer-modeling to lay down the fundamentals of the FEM, and equip students with the tools necessary to successfully utilize FEM. Fundamental concepts such as spring elements, bar elements, assembling of global matrices, solving for nodal values, interpolation functions for 1D and 2D elements and isoparameterization will be discussed. Prerequisites: EGN 160 or COS 160, EGN 248, MEE 251. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 360 Fluid Mechanics
Fluid statics, fluid kinematics, Bernoulli equation, energy equation, viscosity, control volume analysis, differential analysis, dimensional analysis, laminar flow and turbulent flow, internal flow, external flow, boundary layers, lift and drag, numerical methods, computational fluid dynamics, turbomachinery. Prerequisites: EGN 248, MEE 270, MAT 252. Lecture 3 hrs. Cr 3.

MEE 361 Physical Metallurgy
Introduction to the current state of metallurgical technology. It builds on basic principles, particularly crystal structure and phase equilibria, to introduce students to contemporary metallurgical literature. Topics such as defect structures and the effect of heat treatment are introduced in a "just in time" fashion. Prerequisite: EGN 260. Lecture 3 hrs. Cr 3.

MEE 372 Computer-Aided Design of Machine Elements
Elements of mechanical engineering design, introduction to computer aided drafting, stress analysis, deflection and stiffness analysis, Castigliano's theorem, Euler buckling, static failure criteria, fatigue failure criteria, design of shafts and bearings, limits and fits, critical speed of shafts, detachable and permanent joints and springs. Design is performed by available formulas and standards as well as computer aided design by simulation software. Includes a student design project. Prerequisites: MEE 251, MEE 259. Lecture 4 hrs., Lab 1 hr. Cr 4.

MEE 373 Design of Machines and Mechanisms
Mobility and degrees of freedom in mechanisms, review of kinematics, instant centers, cam and follower design, gears, gear trains, interference and undercutting, synthesis of linkages, static and dynamic force analysis, measuring mass moment of inertia, free and forced vibrations,

dynamics of reciprocating engines, static and dynamic balancing, Euler's equations of motions, rolling-contact bearings, journal bearings, flywheels, gyroscopes, governors, clutches and brakes. Design is performed by available formulas and standards as well as computer aided design by simulation software. Includes a student design project. Prerequisites: EGN 160 or COS 160, EGN 248, MEE 270, MAT 252. Lecture 4 hrs., Lab 1 hr. Cr 4.

MEE 374 Theory and Applications of Vibrations
Free undamped and damped vibrations of one degree of freedom (DOF) systems, forced vibrations of one DOF systems with harmonic and non-harmonic excitations, resonance, free vibrations of multi DOF systems, mode shapes, forced vibrations of multi DOF systems and dynamic vibration absorber. Prerequisites: EGN 248, EGN 260. Lecture 3 hrs. Cr 3.

MEE 375 Engineering Acoustics
Vibrating systems, acoustic wave equation, waves in solids and fluid media, reflection and transmission at interfaces, absorptions and dispersion, Green's function, waveguides, resonators and filters, noise, ultrasonics, nondestructive evaluation, acoustical imaging, selected topics in ocean acoustics, noise control, environmental and architectural acoustics. Prerequisites: EGN 248, ELE 217. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 379 Dynamics and Vibrations Laboratory
Exploration of theory and applications of dynamics and vibrations in the laboratory. Prerequisites: MEE 259, MEE 270. Corequisite: MEE 374. Lab 2 hrs. Cr 1.

MEE 432 Heat Transfer
Study of fundamental laws of heat transfer by conduction, convection, and radiation. Steady heat conduction, thermal circuit modeling, fins, transient heat conduction, forced convection, natural convection, radiation heat transfer, heat exchanger, boiling and condensation, and numerical methods in heat transfer. Prerequisites: MEE 230, MEE 360. Lecture 3 hrs. Cr 3.

MEE 439 Fluid Mechanics and Heat Transfer Laboratory
Exploration of theory and applications of fluid mechanics and heat transfer in the laboratory. Prerequisite: MEE 339. Corequisite: MEE 432. Lab 2 hrs. Cr 1.

Graduate

EGN 517 Introduction to Robotics
This course covers the contents of EGN 317 Introduction to Robotics, plus additional content at the graduate level. It may substitute EGN 317 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 160 or COS 160, EGN 248, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 546 Micro Electromechanical Systems
This course covers the contents of EGN 446 Micro Electromechanical Systems, plus additional content at the graduate level. It may substitute EGN 446 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: ELE 217, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

EGN 598 Graduate Topics in Engineering
Topics in engineering at the graduate level not regularly covered in other courses. The content can be varied to suit current needs. The course may, with advisor permission, be taken more than once. Consult the Department for current offerings and prerequisites. Cr 3-4.

EGN 602 Graduate Design Project
Design and implementation of a device or system to perform an engineering function, or an engineering research project at the graduate level. May be done individually or in small groups, but the contribution is evaluated on an individual basis. This course is cross-listed with MBA 698 Practicum and is used to fulfill the practicum requirement of the Masters in Business Administration (MBA). Prerequisites: EGN 402 or equivalent, MBA 611, MBA 660, MBA 674, and permission of advisor. Weekly meetings (MBA 698) and Project. Cr 3.

ELE 527 Energy and Power Systems
This course covers the contents of ELE 327 Energy and Power Systems, plus additional content at the graduate level. It may substitute ELE 327 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: ELE 323, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 544 Analog Integrated Circuits and Design
This course covers the contents of ELE 444 Analog Integrated Circuits and Design, plus additional content at the graduate level. It may substitute ELE 444 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: ELE 343, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 583 Communications Engineering
This course covers the contents of ELE 483 Communications Engineering, plus additional content at the graduate level. It may substitute ELE

483 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: ELE 314, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

ELE 586 Digital Signal Processing
This course covers the contents of ELE 486 Digital Signal Processing, plus additional content at the graduate level. It may substitute ELE 486 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 160 or COS 160, ELE 314, permission of instructor. Lecture 3 hrs. Cr 3.

ELE 587 Digital Image Processing
This course covers the contents of ELE 487 Digital Image Processing, plus additional content at the graduate level. It may substitute ELE 487 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 160 or COS 160, ELE 217, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 552 Analysis and Design of Composite Structures
This course covers the contents of MEE 352 Analysis and Design of Composite Structures, plus additional content at the graduate level. It may substitute MEE 352 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 248, MEE 251, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

MEE 561 Physical Metallurgy
This course covers the contents of MEE 361 Physical Metallurgy, plus additional content at the graduate level. It may substitute MEE 361 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 260, permission of instructor. Lecture 3 hrs. Cr 3.

MEE 575 Engineering Acoustics
This course covers the contents of MEE 375 Engineering Acoustics, plus additional content at the graduate level. It may substitute MEE 375 for undergraduate credit, and be applied toward degree requirements of a graduate program. Prerequisites: EGN 248, ELE 217, permission of instructor. Lecture 3 hrs., Lab 1 hr. Cr 3.

Environmental Science and Policy Overview

Chair of the Department: Robert Sanford

Professors: Sanford, Wagner; Assistant Professors: Levesque, Staples; Associate Research Professors: Wilson, Martinez; Adjunct Professor: Masi; Adjunct Assistant Research Professor: Willis

The Department of Environmental Science and Policy offers two degrees: a B.A. in environmental planning and policy and a B.S. in environmental science. Each degree prepares students for a variety of professional roles in the environmental fields and encourages students to pursue graduate academic and professional degrees and professional certifications. Graduates find employment in many environmental settings, including federal, state, and local government, environmental consulting and engineering, environmental education and teaching, private industry ranging from healthcare to semiconductor manufacturing, applied research, environmental advocacy, and community planning.

All students in the Department of Environmental Science and Policy complete a core set of courses and laboratory training in a broad range of perspectives and skills including field methods, environmental science, ecology, chemistry, communication, environmental regulations, impact assessment, and research methods. Additionally, the program requires students to specialize in an area of choice. Students choosing the environmental science option will study topics such as forest, wetland and plant ecology, energy management, or soil and water quality. Students choosing the environmental planning and policy option will study topics such as natural resource policy, pollution, solid waste, or energy policy. Most students also pursue a minor to complement their skill-set, such as environmental sustainability, applied energy, chemistry, economics, or biology. Near the end of their program, all students apply their knowledge in a professional setting with a required internship.

The department encourages students to engage in research with faculty and others, and to present research at public forums and publication outlets. Faculty stress problem-based service learning by examining and solving local environmental problems as part of classwork and research.

Admission Requirements

While there are no specific admission requirements, success in the majors is best achieved by a high school preparation of three laboratory science courses, a basic knowledge of mathematics, and writing competency.

BA in Environmental Planning and Policy

Description

The Department of Environmental Science and Policy offers a B.A. degree in environmental planning and policy. Capability in these two disciplines is built upon the department's basic environmental science core courses. The degree is designed to prepare students for graduate school and careers in federal, state, and local government; the private sector; nonprofit organizations; and citizen advocacy groups. Many graduates have immediately entered professions in landscape design, regulatory compliance, land-use or community planning, urban renewal, environmental consulting, education, and as environmental technicians.

The faculty seek to educate individuals who make a difference by contributing to solving environmental problems, making public and private institutions more responsive to social and economic needs of communities, and by moving toward a more sustainable society. The curriculum emphasizes application as well as theory by focusing on problems and projects affecting the region. The opportunity to gain practical planning and policy experience is also provided to students through participation in field-based courses and an internship.

The *environmental planning* aspect of the degree is intended to introduce students to foundations of community and natural resource planning. Through a series of core courses, students examine spatial and non-spatial aspects of environmental problems. The *environmental policy* aspect trains students on policy development, formulation, and implementation, through an in-depth examination of policy science, assessment, environmental impact analysis, and environmental economics. Students can also explore a particular topic of interest such as pollution, natural resources management, international policy, or water resources.

The Department of Environmental Science and Policy offers an accelerated graduate degree pathway for students in the B.A. program. Students can combine their senior year with the first year of graduate work on a Master's in Policy, Planning, and Management (M.P.P.M.) in USM's

Muskie School of Public Service.

Program Requirements

Minimum number of credits required for the major is 66, plus the University's Core Curriculum. Some departmental major requirements may overlap with the Core Curriculum, allowing students to double-count and be efficient in course selection. A student must achieve at least a 2.0 grade point average and must earn at least a C- in each course applied toward completion of the major.

Required courses for all majors in the department:
ESP 101 Fundamentals of Environmental Science
ESP 102 Fundamentals of Environmental Science Lab
ESP 125 Introduction to Environmental Ecology
ESP 126 Introduction to Environmental Ecology Lab
ESP 150 Field Immersion
ESP 197 Research Skills Lab
ESP 203 Environmental Communication
ESP 207 Atmosphere: Science, Climate, and Change
ESP 280 Research and Analytical Methods
ESP 340 Environmental Regulations
ESP 400 Internship (between junior and senior year)
ESP 401 Environmental Impact Assessment and Lab (capstone)

One computational tools course; suggested courses include:
ESP 123 Environmental Problem Solving
GEO 108 Introduction to ArcGIS
GEO 308 GIS Applications I

Required courses specific to students in the B.A. in environmental planning and policy:
CHY 1XX Chemistry Lecture
ESP 200 Environmental Planning (other planning courses may be substituted with permission of faculty advisor)
ESP 220 Introduction to Environmental Policy
ESP 305 Community Planning Workshop
ESP 326 Environmental Economics or ESP 327 Natural Resource Economics
ESP 375 Environmental Risk Assessment and Management
ESP 417 Site Planning and Assessment
ESP 421 Natural Resource Policy
MAT 120 Introduction to Statistics

Electives: Two environmental science classes 200-level or higher

BS in Environmental Science

Description

Environmental science students receive a broad range of environmental courses. They may choose to focus on water resources, energy, or applied ecology. Students are often involved in faculty research programs and present results of their research at local and national conferences.

Students studying water resources focus on the flow and quality of water in various environments including streams, lakes, aquifers, and soils, and students receive comprehensive training in the biology, chemistry, and ecology of soils and water bodies. The focus is on human-influenced and natural processes affecting soil quality and water quality. Courses emphasize watershed and groundwater hydrology and hydrogeology, water quality assessment and control, soil and water conservation, bioremediation and phytoremediation, and watershed management and planning.

Students who focus on energy take courses in energy efficiency, renewable energy, and energy systems, in addition to ecology and environmental courses.

Applied ecology is the study of interrelationships between organisms and their environment, within the context of seeking to understand and mitigate impacts of human activities on those systems. Students are provided with the core science background necessary to conduct environmental field and laboratory research. Students then gain familiarity with specific ecological systems, concepts, and methods through

courses such as Water Quality Assessment, Forest Ecology, Wetlands Ecology, Field Methods, Environmental Entomology, and Limnology.

For students interested in becoming certified to teach science in Maine, a concentration in secondary teacher education is offered as part of the B.S. in environmental science.

Environmental Science and Policy courses tend to be laboratory-intensive and quantitative, with a major goal being the acquisition of advanced skills in utilizing analytical tools such as statistical software, mapping applications, and geographic information systems (GIS). This combination of a strong science core with applied environmental technologies allows a graduate in environmental science to pursue either graduate study in the sciences or immediate entry-level employment with an environmental engineering firm, government agency, or non-governmental organization.

Program Requirements

Minimum number of credits required for the major is 72, plus the University's Core Curriculum. Some departmental major requirements may overlap with the Core Curriculum, allowing students to double-count and be efficient in course selection. A student must achieve at least a 2.0 grade point average and must earn at least a C- in each course applied toward completion of the major.

Required courses for all majors in the department:

ESP 101 Fundamentals of Environmental Science
ESP 102 Fundamentals of Environmental Science Lab
ESP 125 Introduction to Environmental Ecology
ESP 126 Introduction to Environmental Ecology Lab
ESP 150 Field Immersion
ESP 197 Research Skills Lab
ESP 203 Environmental Communication
ESP 207 Atmosphere: Science, Climate, and Change
ESP 280 Research and Analytical Methods
ESP 340 Environmental Regulations
ESP 400 Internship (between junior and senior year)
ESP 401 Environmental Impact Assessment and Lab (capstone)

One computational tools course; suggested courses include:

ESP 123 Environmental Problem Solving
GEO 108 Introduction to ArcGIS
GEO 308 GIS Applications I
MAT 120 Introduction to Statistics

Required courses specific to students in the B.S. in environmental science:

CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Lab
  or CHY 251, 252 Organic Chemistry and Organic Chemistry Laboratory I
ESP 260 Soil and Water Conservation Engineering
  or ESP 412 Field Ecosystem Ecology
ESP 360 Water Quality Assessment and Control
MAT 152 Calculus A

Either Biology or Physics lecture and lab:

BIO 105 Biological Principles I: Cellular Biology
BIO 106 Laboratory Biology
  or
PHY 111 Elements of Physics I
PHY 114 Introductory Physics Laboratory I

Electives: Three environmental science classes 200-level or higher.

Recommended Course Sequence

Students should begin with ESP 101 and 102. Advanced environmental science courses also may have biology, chemistry, and mathematics

prerequisites.

BS in Environmental Science - Secondary Teacher Education

Description

This track is for students who want to become certified in Maine to teach grades 7-12 physical sciences, life science, or both areas. Interested students should see the secondary education environmental science coordinator upon acceptance at USM, matriculation, upon choosing an environmental science major, or as early in their time at USM as possible. The curriculum for this concentration is designed to provide prospective 7-12 teachers with a strong academic foundation in physical sciences or life science along with a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences. It has four components: USM Core curriculum, an environmental science major, professional education courses, and electives totaling 120 credit hours.

Program Requirements

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity, and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning - MAT 152 Calculus A (4 cr)
- Creative Expression - THE 102 Acting for Non-majors or THE 170 Public Speaking (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - ESP 101/102 Fundamentals of Environmental Science and Laboratory (4 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements:

Students complete the major requirements for a B.S. in Environmental Science. The ESP 400 internship requirement may be met by an EDU internship in secondary education. Similarly, the ESP 401 capstone requirement may be met by a STEM or EDU capstone.

The minimum number of credits required for the major is 72, plus the University's Core Curriculum. Some departmental major requirements may overlap with the Core Curriculum, allowing students to double-count and be efficient in course selection. A student must achieve at least a 2.0 grade point average and must earn at least a C- in each course applied toward completion of the major.

Required courses:
ESP 101 Fundamentals of Environmental Science
ESP 102 Fundamentals of Environmental Science Lab
ESP 125 Introduction to Environmental Ecology
ESP 126 Introduction to Environmental Ecology Lab
ESP 150 Field Immersion
ESP 197 Research Skills Lab
ESP 203 Environmental Communication
ESP 207 Atmosphere: Science, Climate, and Change
ESP 280 Research and Analytical Methods
ESP 340 Environmental Regulations
ESP 400 Internship (between junior and senior year) or EDU 445 Student Teaching
STEM or EDU Capstone

Choose one computational tools course; suggested courses include:
ESP 123 Environmental Problem Solving
GEO 108 Introduction to ArcGIS
GEO 308 GIS Applications I

MAT 120 Introduction to Statistics

Required courses specific to students in the B.S. in Environmental Science:
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory
or CHY 251, 252 Organic Chemistry and Organic Chemistry Laboratory I
ESP 260 Soil and Water Conservation Engineering
or ESP 412 Field Ecosystem Ecology
ESP 360 Water Quality Assessment and Control
MAT 152 Calculus A

Choose Biology or Physics lecture and lab:
BIO 105 Biological Principles I: Cellular Biology
BIO 106 Laboratory Biology
or
PHY 111 Elements of Physics I
PHY 114 Introductory Physics Laboratory I

Electives: Choose three environmental science classes 200-level or higher.

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill the requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)

EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

*Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration and Scheduling Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education.

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

Minor in Applied Energy

Description

The minor in applied energy is designed to develop skills in applied energy through a combination of laboratory, field work, and advanced analysis in energy efficiency, production, assessment, and planning.

Program Requirements

All courses taken to satisfy the requirements for a minor in applied energy must be completed with a grade of C- or better. Environmental Science and Policy majors may double-count up to 6 credits of courses used in their major toward the minor. Minimum number of credits required for the minor: 18.

No ESP courses in this minor may be used toward another Environmental Science and Policy minor.

Required Courses
ESP 275 Energy Use and Societal Adaptation (3 cr)
ESP 311 Energy Efficiency (3 cr)
ESP 313 Renewable Energy (3 cr)
ESP 326 Environmental Economics
or ESP 327 Natural Resource Economics (3 cr)
Two additional ESP or other department energy-related courses approved by a department faculty advisor (e.g., ESP 207) (6 cr)

Minor in Environmental Policy

Description

The minor in environmental policy is designed to develop skills in applied policy analysis and formulation through a combination of multidisciplinary coursework.

Program Requirements

All courses taken to satisfy the requirements for a minor in environmental policy must be completed with a grade of C- or better. This minor is not available to students pursuing a B.A. in environmental planning and policy. Environmental science majors may double-count up to 7 credits of courses used in their major toward the minor. Minimum number of credits required for the minor: 18.

Required Courses
ESP 101 Fundamentals of Environmental Science (3 cr)
ESP 102 Fundamentals of Environmental Science Lab (1 cr)
ESP 220 Introduction to Environmental Policy (3 cr)
ESP 326 Environmental Economics
or ESP 327 Natural Resource Economics (3 cr)
ESP 340 Environmental Regulations (3 cr)
ESP 421 Natural Resource Policy (3 cr)
One environmental policy-related course (3 cr)

Minor in Environmental Science

Description

The minor in environmental science, coupled with a science or liberal arts degree, helps prepare a student for entry into the environmental fields or advanced study.

Program Requirements

All courses taken to satisfy the requirements for a minor in environmental science must be completed with a grade of C- or better. This minor is not available to students pursuing a B.S. in environmental science. Environmental planning and policy majors may double-count up to 7 credits of courses used in their major toward the minor. Minimum number of credits of environmental science courses (not courses in environmental planning or policy) required for the minor: 18.

Students may transfer up to 4 credits of comparable environmental science courses from other institutions.

Required Courses
ESP 101 Fundamentals of Environmental Science (3 cr)
ESP 102 Fundamentals of Environmental Science Lab (1 cr)
ESP 203 Environmental Communication (3 cr)
Four environmental science courses (11-12 cr)

Recommended Course Sequence

ESP 101 and 102 should be completed first. Some advanced environmental science classes may also have ESP, chemistry, biology, and mathematics prerequisites.

Minor in Environmental Sustainability

Description

We must strive to live in a sustainable relationship with Earth's finite resources. The goal of the environmental sustainability minor is to provide broad, interdisciplinary training related to local and global environmental problems. Students in the environmental sustainability minor examine scientific, cultural, economic, and policy aspects of sustainability and are provided skills in how to recognize and overcome barriers to achieving sustainability.

Program Requirements

All courses taken to satisfy requirements for a minor in environmental sustainability must be completed with a grade of C- or better. Environmental science and policy majors may double-count up to 7 credits of courses used in their major toward the minor. Minimum number of credits required for the minor: 19.

No ESP courses in this minor may be used toward another environmental science and policy minor.

Required Courses
ESP 101 Fundamentals of Environmental Science (3 cr)
ESP 102 Fundamentals of Environmental Science Lab (1 cr)
ESP 275 Energy Use and Societal Adaptation (3 cr)
ESP 308 Global Environmental Problems and Sustainability (3 cr)
One sustainability-related interdisciplinary course (ESP 2XX or 3XX) (3 cr)
Two environmental analysis-related courses (6 cr)

Certificate in Applied Energy

Description

The certificate in applied energy is designed for students and professionals in area industry, consulting, government, and non-governmental organizations. It is designed to develop an individual's skills in applied energy through a combination of laboratory, field work, and advanced analysis in energy efficiency, production, and life cycle assessment.

Program Requirements

The certificate is awarded after successful completion of the following courses with a minimum grade of C- or better:

Required Courses
ESP 275 Energy Use and Societal Adaptation (3 cr)
ESP 311 Energy Efficiency (3 cr)
ESP 313 Renewable Energy (3 cr)
ECO/ESP 326 Environmental Economics (3 cr)
or ECO/ESP 327 Natural Resource Economics (3 cr)
One ESP or other department energy related course (3 cr)

Matriculated students may be interested in applying for a minor in applied energy.

Certificate in Environmental Education

Description

The certificate in environmental education is designed for teachers, scientists, public officials, consultants, field naturalists, environmental interpreters, and others having responsibility for educating or informing people about the environment.

Program Requirements

The certificate is awarded after successful completion of 18 credits of coursework with a minimum grade of C- or better. Up to 8 prior credits may be applied toward the certificate program.

Required Courses
ESP 445 Environmental Education and Interpretation (3 cr)
ESP 400 Internship (with an environmental education/interpretation host) (3 cr)

One educational methods course (3 cr)
Three environmental science courses (9 cr)

Recommended Course Sequence

Students should take courses based on availability. Appropriate substitute courses may be approved by the department.

Certificate in Environmental Policy Analysis

Description

The certificate in environmental policy analysis is designed for students and professionals in area industry, consulting, government, and non-governmental organizations. It is designed to develop skills in identifying environmental policy problems, formulating policy solutions, and evaluating policies.

Program Requirements

The certificate is awarded after successful completion of 18 credits of coursework with a minimum grade of C- or better.

Required Courses
ESP 220 Introduction to Environmental Policy (3 cr)
ESP 340 Environmental Regulations (3 cr)
ESP 375 Environmental Risk Assessment and Management (3 cr)
ESP 421 Natural Resource Policy (3 cr)
Two environmental policy-related courses (6 cr)

Environmental Science and Policy Course Descriptions

The following is a list of courses offered by the Department of Environmental Science and Policy**.** Consult the two-year rotation list for the tentative schedule of course offerings over the next two years.

- Undergraduate
- Graduate

Undergraduate

ESP 101 Fundamentals of Environmental Science
This Science Exploration course is an examination of the science of environmental problems, processes, and solutions. Students will explore the interrelationships of the natural world, the environment, and impacts from humans. Specific topics will include land, air, and water pollution; biodiversity; global climate change; energy; public health; and sustainability. Prerequisite: grade of C or better in MAT 101, or appropriate placement test score. Corequisite: ESP 102. Cr 3.

ESP 102 Fundamentals of Environmental Science Laboratory
This Science Exploration laboratory course is designed to provide applied experience with some of the tools and techniques used in environmental science. Students will apply the scientific method to examine a variety of environmental issues using field kits, lab equipment, and computers. Prerequisite: grade of C or better in MAT 101, or appropriate placement test score. Corequisite: ESP 101. Cr 1.

ESP 123 Quantitative Reasoning and the Environment
In this course, we will learn to understand and manipulate quantitative environmental information with tools to describe, model, and analyze data. Areas to be covered: measurement and units, ratios and percentages, charts and graphs, introductory statistics, functions and regression, mathematical modeling. Microsoft Excel will be used extensively. Meets the Quantitative Reasoning requirement for general education Core and the tools requirement for ESP majors. Cr 3.

ESP 125 Introduction to Environmental Ecology

This Science Exploration course is an introduction to the study of interactions between organisms and their environments. Students will explore the basic principles of ecology and systems with emphasis on forests, wildlife, freshwater, marine, and urban habitats. Environmental physiology and evolution will be a central theme throughout the course. Prerequisites: ESP 101 and ESP 102, or BIO 105 and BIO 106. Corequisite: ESP 126. Cr 3.

ESP 126 Introduction to Environmental Ecology Laboratory
This Science Exploration laboratory course surveys the identification, measurement, and function of various ecosystems. A focus will be on the impact of human activity on ecosystems. Prerequisites: ESP 101 and ESP 102, or BIO 105 and BIO 106. Corequisite: ESP 125. Cr 1.

ESP 131 Northern Forest Canoe Trail
This field course, cross-listed as an Entry Year Experience (EYE) core requirement, is self-guided and self-paced. Participants spend the equivalent of ten days of canoe or kayak trips exploring northern New England waterways. They set their own schedule, provide periodic on-line check-ins, and submit assignments designed to foster a contemplative experience that builds independent learning skills. The course introduces environmental data gathering and assessment, aspects of environmental management, and critical thinking about personal, social, and ecological implications of the Northern Forest Canoe Trail and adjacent watersheds. This course is suitable for military veterans, advanced high school students, non-traditional learners, and anyone who wants an independent learning experience. Cr 3.

ESP 150 Environmental Science Field Immersion Session
This field immersion session is designed to teach basic environmental science field skills and build community in a long weekend format. The course includes components on forest, land use, aquatic, wildlife, and human systems. Basic orienteering and map reading, topographical surveying, GPS operation, and dichotomous key use are emphasized. This course is required for all new majors and transfer students. Students must be present for the entire immersion session. Prerequisite: ESP major, ESP minor, or permission of instructor. Cr 3.

ESP 197 Research Skills Lab
This ten-week, lab-style course is designed to develop students' study and research skills to foster academic success as a major in the Department of Environmental Science and Policy. Topics will include literature searching, website evaluation, peer review process, critical thinking, finding articles and books, plagiarism, proper citation, primary and secondary sources, and the writing process. The final project is an annotated bibliography on a selected environmental topic. Cr 1.

ESP 200 Environmental Planning
This course introduces the central concepts of environmental planning theory and practice, including components of rural, regional, and community planning. Concepts and issues studied include planning history and regulations, natural resources inventory, spatial patterns and analysis, zoning techniques, growth management, and planning research. The course meets the Ethical Inquiry core requirement and is a prerequisite for ESP 305 Community Planning Workshop. Prerequisites: ESP 101 and ESP 102, or permission of instructor. Cr 3.

ESP 203 Environmental Communication
Students study environmental communication to understand the influence of socio-economic, political, and scientific factors on the social construction of environmental problems. Topics include basic communication theory and its application to the social definition of environmental problems and the perception and communication of risk, how communication is used to persuade/dissuade the public regarding environmental problems, and how the environment is used to manipulate consumer behavior. Students also engage in the basics of research applied to environmental communication. Prerequisites: College Writing, ESP 101, ESP 102, and ESP 197. Cr 3.

ESP 207 Atmosphere: Science, Climate, and Change
Students will be introduced to the physical and chemical processes active in the earth's atmosphere. Specific topics include atmospheric circulation, atmospheric chemistry, climate patterns, storms, natural atmospheric change in recent geologic time, human-induced atmospheric change, and atmospheric pollution. Prerequisite: Any 100-level or higher CHY lecture. Cr 3.

ESP 220 Introduction to Environmental Policy
This course is an intensive introduction to the field of applied environmental policy within the framework of the rational policy process. The course will focus on the policy process, including environmental problem identification, root cause analysis, solution analysis, analysis and use of environmental policy tools, decision making, and policy implementation. Particular emphasis is given to air and water pollution and solid waste management. Prerequisite: ESP 203. Cr 3.

ESP 250 Soils and Land Use
Study and description of soils as natural materials in the landscape. The course includes an examination of physical, chemical, and biological properties of soils as they affect soil-plant-water relations. Other topics include soil classification and suitability for agriculture, urban development, contaminant remediation, field examinations of soils, and physical and chemical soil analyses. Prerequisites: ESP 101, ESP 102, and one semester of chemistry lecture and lab, or permission of instructor. Cr 3.

ESP 260 Soil and Water Conservation Engineering
A study of the utilization, improvement, and protection of two essential resources–soil and water. Primary focus is on applying scientific and engineering principles to the problem areas of soil erosion and flood control. Students will design practical solutions to remediate these problems. Prerequisite: successful completion of the University's Quantitative Reasoning requirement. Cr 3.

ESP 275 Energy Use and Societal Adaptation
This course focuses on the topic of energy, its utility, its use, and its impact on society and the environment. Subjects to be explored include: 1) traditional, modern and future energy resources; 2) energy consumption; 3) energy technologies; 4) energy and the environment and 5) sustainable development. The class will consist of a combination of lectures and seminars using a variety of media, including textbooks, technical articles, print, and video. Prerequisite: Science Exploration course. Cr 3.

ESP 280 Research and Analytical Methods
A focus on research and analytical techniques for environmental science, policy and planning. The course is centered on the use of instrumentation and investigative research to address a thematic environmental issue. Topics include defining research problems, hypothesis construction, experimental design, measurement, sampling, and analysis. Students will complete group research projects. Prerequisites: ESP 101, ESP 102, ESP 197, ESP 125, and ESP 126, or any 100-level or higher CHY lecture. Cr 4.

ESP 303 Wetlands Ecology
This lecture course examines wetlands from the perspectives of science and policy. Topics will include basic wetlands ecology and biology, wetland definitions, classification, and regional and national trends in habitat destruction and management. Prerequisites: ESP 125 or BIO 203, and one semester of chemistry lecture and lab, or permission of instructor. Cr 3.

ESP 304 Wetlands Ecology Laboratory
An introduction to wetlands types and field methods, with an emphasis on field visits, wetlands species identification, and projects. Prerequisite: ESP 303 or concurrent. Cr 1.

ESP 305 Community Planning Workshop
This course provides a practical approach to local community planning problems. Students will conduct field work to explore community decision-making processes regarding the use of natural, social and economic resources. Basic planning concepts are refined and applied to real-world problems in a collaborative manner. Prerequisites: ESP 101 and ESP 102, and GEO 209 or GEO 210 or ESP 210 or ESP 200, or permission of instructor. Cr 3.

ESP 308 Global Environmental Problems and Sustainability
This course is a thorough examination of global environmental problems and the need for the principles of sustainability to solve these problems. Topics will include frameworks, tools, and applications of sustainability including sustainability science, life cycle assessment, zero waste, industrial ecology, pollution prevention, natural step, and community-based social marketing. The course meets the Ethical Inquiry and International core requirements. Prerequisite: Science Exploration course. Cr 3.

ESP 311 Energy Efficiency
This course provides students with an understanding of how to analyze and identify opportunities for energy savings in all economic sectors. Emphasis will be placed on energy balancing, life cycle analysis, economic payback and energy efficiency policies. The course culminates with a Maine-based case study. Prerequisites: ESP 275 or ESP 280, or permission of instructor. Cr 3.

ESP 313 Renewable Energy
This course will equip students with knowledge of renewable energy systems (including solar, wind, water, geothermal, and biomass), their underlying physical and technological principles, their environmental impact, their economics, and how they can be integrated into current energy infrastructures. The course culminates with a renewable energy design project. Prerequisites: Any 100-level or higher CHY lecture and MAT 108 or equivalent, or permission of instructor. Cr 3.

ESP 326 Environmental Economics
This course considers the economic aspects of resource and environmental issues, such as pollution, the use and management of natural resources, environmental justice, and global climate change. In addressing each of these issues students will investigate the implications of various public policy responses such as regulation, marketable permits, and tax incentives. Prerequisite: ECO 102 or permission of instructor. Cr 3.

ESP 327 Natural Resource Economics
This course considers the economic aspects of natural resource management and use, including the economically sustainable management of fisheries, forests, water resources, and biodiversity, with applications to Maine and beyond. Students will investigate the implications of public policy responses such as regulations, marketable permits, and tax incentives. Prerequisite: ECO 102 or permission of instructor. Cr 3.

ESP 340 Environmental Regulations
This course is an intensive introduction to the federal and Maine environmental regulatory structure. This course is designed to provide basic competency in the knowledge and application of environmental laws and regulations, including air, surface water, drinking water, spill reporting, land use, and hazardous and solid waste. Cr 3.

ESP 341 Limnology
The study of inland waters with emphasis on the identification and ecology of aquatic organisms. This course meets on Fridays to allow time for extended field trips to local streams and lakes. Students will conduct independent research projects as part of the course. Prerequisites: ESP 125 or BIO 203, and one semester of chemistry lecture and lab, or permission of instructor. Cr 4.

ESP 350 Environmental Entomology
This course covers fundamental topics in entomology including environmental physiology, arthropod borne disease, biological indicators and sentinel species, invasive species, and integrated pest management (IPM). It includes topics in forest and urban entomology. Students gain experience in monitoring insect diversity, estimating populations, chemical ecology, and measuring physiological adaptations. Environmental entomology topics are applicable to a wide range of disciplines including biology, chemistry, environmental science, medicine, veterinary sciences, ecology, forensic science, and general science education. Prerequisite: grade of C- or higher in BIO 107 or ESP 125, or permission of instructor. Cr 3.

ESP 360 Water Quality Assessment and Control
A study of water-related legislation, methods for determining compliance with statutes, and control methods used for water quality attainment. Regional topics addressed include: waste-water treatment, drinking water standards, storm water runoff, eutrophication, best management practices, and biomonitoring for water quality assessment. Prerequisite: one semester of chemistry lecture and lab, or permission of instructor. Cr 4.

ESP 375 Environmental Risk Assessment and Management
The focus of this course is to provide students with competency in quantitative human health risk assessment–an organized, multidisciplinary approach to evaluating scientific data by studying basic toxicology and fate and transport of contaminants using generally accepted principles and terminology used in the field. Students will also study the scientific, political, social, ethical, and economic dimensions of managing risks. Prerequisites: ESP 101, ESP 102, and ESP 203, or permission of instructor. Cr 3.

ESP 389 Teaching Practicum
Students in this course are mentored by a faculty member and provide assistance in teaching and delivery of an ESP course. Prerequisite: permission of instructor. This course may be repeated. Cr 1-3.

ESP 400 Internship
The internship provides professional experience related to a student's chosen option within the major. The emphasis is on understanding the host organization's structure and function within the environmental area. In addition to satisfactory work experience, an oral presentation and written report are required. Offered as pass/fail only. Intended to be taken between the junior and senior year. Prerequisites: sophomore standing or higher, faculty approval of host organization, work plan, completed Internship Approval Form, and permission of instructor. Cr 3.

ESP 401 Environmental Impact Assessment and Lab
An overview of methods used to analyze the environmental impact of human decisions. The course will emphasize U.S. requirements for impact assessment as outlined in NEPA. Federal documents (DEIS, EIA, EIS, FONSI, and ROD) filed for past and ongoing projects are reviewed. A laboratory session is taken concurrently and is writing-intensive. Focus is on a hands-on application of assessment procedures to a thematic environmental issue. This is a capstone course. Prerequisites: senior standing, ESP 280, or permission of instructor. Cr 4.

ESP 412 Field Ecosystem Ecology
This course provides a fundamental understanding of ecosystem ecology, with an emphasis on forested and aquatic ecosystems and impacts of the physical and chemical environment on ecosystem functioning. The course is writing intensive and includes hypothesis generation, field research, computer analysis, and journal article interpretation and writing. The laboratory is field intensive and includes local field trips, team research exercises, and independent field research projects. Prerequisites: ESP 125 and ESP 126, or BIO 203, or permission of instructor. Cr 4.

ESP 413 Forest Ecology
This course provides students with an understanding of what constitutes a healthy forest ecosystem and a sustainable forest environment. Special emphasis is placed on the function, spatial variability, evolution of forest ecosystems, and the need for forest ecology as the foundation of forest management. The laboratory session is field-intensive. Prerequisite: ESP 125 and ESP 126, or BIO 203, or permission of instructor. Cr 4.

ESP 417 Site Planning and Assessment
An introduction to environmental planning and assessment concepts and skills associated with the development of sites for human use. Emphasis is given to the development of particular tracts or parcels of land in Maine. Prerequisite: GEO 209 or ESP 200, or permission of instructor. Cr 3.

ESP 421 Natural Resource Policy
This course focuses on the formulation, analysis, and implementation of natural resource based policies through the framework of the rational policy process. Subject areas will include commercial fisheries, river restoration, wildlife, and recreation. Special focus will be on open-access conflicts and stakeholder resolutions. Prerequisite: ESP 220. Cr 3.

ESP 445 Environmental Education and Interpretation
Students explore the basics of classroom and non-formal environmental science education and interpretation using an inquiry-based approach. Topics include teaching ecosystem and environmental science principles, selecting and designing environmental curricula, and assessment. Prerequisite: ESP 101, ESP 102, ESP 125 and ESP 126, or BIO 105, BIO 106 and BIO 107, or permission of instructor. Cr 3.

ESP 450 Research Practicum
Organized research experiences in ongoing faculty research projects or a mutually arranged special topic involving substantial skills development.

Research will be conducted under the direct supervision of the faculty member. Permission of instructor required in semester prior to registration. May be repeated for a maximum of 6 credits. Cr 1-3.

ESP 470 Solid Waste Planning and Policy
An examination of traditional and innovative policy approaches involved in managing municipal solid waste. Includes identifying capacity needs, siting locations, transportation, and economic needs for management strategies (e.g., recycling, reuse, composting). Students will work on a local solid waste planning project to identify cost-effective approaches to reducing land-disposal. Prerequisites: College Writing and Quantitative Reasoning courses. Cr 3.

ESP 475 Topics in Environmental Science
Topics in environmental science not regularly covered in other courses. The content will vary based on current local and regional environmental issues. This course may be taken more than once. Prerequisite: junior or senior standing. Cr 3.

ESP 489 Grant Writing Seminar
This course is for juniors and seniors in all disciplines who plan on entering professional careers requiring knowledge of grant writing to successfully submit competitive corporate and foundation proposals, and state and federal grant applications. Developing effective grant writing skills offers a competitive edge for job-seekers across many disciplines and is essential to acquiring competitive funding from government agencies and private foundations. Writing a successful grant proposal is a blend of art and science. It requires basic know-how, content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience, and a great deal of luck. This course provides the background necessary to develop a competitive funding proposal. Prerequisite: junior or senior standing. Cr 2.

Graduate

ESP 512 Field Ecosystem Ecology
This course provides a fundamental understanding of ecosystem ecology, with an emphasis on forested and aquatic ecosystems and impacts of the physical and chemical environment on ecosystem functioning. The course is writing intensive and includes hypothesis generation, field research, computer analysis, and journal article interpretation and writing. The laboratory is field intensive and includes local field trips, team research exercises, and independent field research projects. Prerequisite: graduate standing or permission of instructor. Cr 4.

ESP 513 Forest Ecology
This course provides students with an understanding of what constitutes a healthy forest ecosystem and a sustainable forest environment. Special emphasis is placed on the function, spatial variability, evolution of forest ecosystems, and the need for forest ecology as the foundation of forest management. The laboratory session is field-intensive. Prerequisite: graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 4.

ESP 517 Site Planning and Assessment
An introduction to environmental planning and assessment concepts and skills associated with the development of sites for human use. Emphasis is given to the development of particular tracts or parcels of land in Maine. Prerequisite: graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 3.

ESP 526 Environmental Economics
This course considers the economic aspects of resource and environmental issues, such as pollution, the use and management of natural resources, environmental justice, and global climate change. In addressing each of these issues we will investigate the implications of various public policy responses such as regulation, marketable permits, and tax incentives. Prerequisite: graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 3.

ESP 540 Environmental Regulations
This course is an intensive introduction to the federal and Maine environmental regulatory structure. This course is designed to provide basic competency in the knowledge and application of environmental laws and regulations, including air, surface water, drinking water, spill reporting, land use, and hazardous and solid waste. Prerequisite: graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 3.

ESP 545 Environmental Education and Interpretation
Students explore the basics of classroom and non-formal environmental science education and interpretation using an inquiry-based approach. Topics include teaching ecosystem and environmental science principles, selecting and designing environmental curricula, and assessment. Prerequisite: Graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 3.

ESP 570 Solid Waste Planning and Policy
An examination of traditional and innovative policy approaches involved in managing municipal solid waste. Includes identifying capacity needs, siting locations, transportation, and economic needs for management strategies (e.g., recycling, reuse, composting). Students will work on a local solid waste planning project to identify cost-effective approaches to reducing land-disposal. Prerequisite: Graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 3.

ESP 589 Grant Writing Seminar

This course is for graduate students in all disciplines who plan on entering professional careers requiring knowledge of grant writing to successfully submit competitive corporate and foundation proposals, and state and federal grant applications. Developing effective grant writing skills offers a competitive edge for job-seekers across many disciplines and is essential to acquiring competitive funding from government agencies and private foundations. Writing a successful grant proposal is a blend of art and science. It requires basic know-how, content knowledge, writing proficiency, strong research skills, creativity, organizational ability, patience, and a great deal of luck. This course provides the background necessary to develop a competitive funding proposal. Prerequisite: Graduate standing, acceptance into an accelerated graduate pathway, or permission of instructor. Cr 2.

Exercise, Health, and Sport Sciences Overview

Chair of the Department: James Graves

Professors: Graves, Scott; Associate Professor: Toy; Assistant Professors: Dangi, George, Madden, Ross, Van Langen; Lecturers: Bean, Neptune

The Department of Exercise, Health, and Sport Sciences offers undergraduate degrees in exercise science, health sciences, and recreation and leisure studies with a concentration in therapeutic recreation. The Department also offers a master's degree in athletic training. In addition, there are minors in recreation leadership, nature tourism, and disabilities studies.

The Department's athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon completion of the curriculum, the athletic training student will be eligible to challenge the Board of Certification (BOC) examination leading to national certification as an Athletic Trainer (ATC) and licensure as an Athletic Trainer (LAT) in most states, including Maine.

The Department's exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Upon completion of the curriculum, the undergraduate exercise science student will be eligible to challenge an eclectic mix of national certification examinations including the American College of Sports Medicine's (ACSM) Certified Personal Trainer® and Certified Exercise Physiologist® certification examinations and the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist® (CSCS) examination.

Health sciences graduates are prepared for careers in general health science fields and for admission to graduate professional programs.

Graduates in recreation and leisure studies are prepared for careers as a recreation therapist, recreation staff in a variety of municipal or nonprofit environments, activity coordinator, or recreation generalist. Students who complete internships under the supervision of a Certified Therapeutic Recreation Specialist will be eligible to sit for the National Council for Therapeutic Recreation Certification examination.

Admission Requirements

In addition to requirements established for admission to the University, applicants to programs in exercise science and health science should have successfully completed high school chemistry and biology with labs.

Change of Major

Students enrolled in other USM programs of study who desire to enroll in exercise science or health sciences through the change of major process must have a minimum USM GPA of 2.50. Students cannot double major within department offerings.

Additional Information

Experiential Learning Requirements

Most department majors require supervised clinical, practicum, or internship experiences. Thus, the exercise, health, and sport sciences faculty reserve the right to limit enrollment in these programs.

In addition, clinical, practicum, and internship experiences occur in a variety of settings in the southern Maine area. Thus, students must provide their own transportation to rural as well as urban areas. It is highly recommended that students purchase professional liability insurance.

BS in Exercise Science

Description

The exercise science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Exercise science students utilize science, research methodologies, and practical application to study effects of exercise on health and human performance. They also learn how to recognize and evaluate cardiovascular, pulmonary, and metabolic functions and plan and implement programs for diseased and healthy populations to maintain and enhance physical fitness, health, and quality of life.

Program Requirements

Retention and Progression Requirements

Students will be retained within the Exercise Science major providing the following criteria are maintained throughout their undergraduate experience:

- Sign the published "technical standards" for the Exercise Science major. Technical standards will be addressed and completed during SPM 260.
- Maintain a minimum cumulative GPA of 2.50.
- Earn a minimum grade of C- in all required courses. Students receiving a grade lower than C- in a required course will not be allowed to sequence into post-requisite coursework until the prerequisite deficiency has been rectified.
- Present proof of current American Red Cross Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer certification, or its equivalent, prior to enrolling in the following courses: SPM 385 or SPM 395, and SPM 495.

Probation

Students will be placed on academic probation for failure to maintain a minimum cumulative GPA of 2.50. Students failing to rectify the GPA deficiency within a one-year probationary period will be removed from their declared major and from their status as a student within the Department. Upon rectifying the GPA deficiency, students can reapply for admission into a Departmental major.

Graduation Requirements

Students will graduate with a B.S. in exercise science when the following requirements are satisfied:

- Minimum cumulative GPA of 2.50.
- Completion of all University Core Curriculum requirements.
- Completion of all exercise, health, and sport science core required coursework with minimum grades of C-.
- Completion of all exercise science major coursework with minimum grades of C-.
- Completion of 120 credits.

Degree Requirements

The B.S. in exercise science consists of 120 credit hours: University Core Curriculum courses; exercise, health and sports sciences required core courses; exercise science major required courses, and exercise science approved electives if needed to complete the 120-minimum credit requirement.

University Core Courses (40-42 credits)
EYE (Entry-Year Experience) (3 cr)
College Writing (3 cr)
Quantitative Reasoning (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology) (3-4 cr)
Science Exploration (PHY 101/102 Introduction to Physics and Lab or PHY 111/114 Elements of Physics I and Introductory Physics Laboratory I) (4-5 cr)
Creative Expression (3 cr)
Cultural Interpretation (3 cr)
Socio-cultural Analysis (3 cr)
Ethical Inquiry, Social Responsibility, and Citizenship (3 cr)
Core Electives (9 cr)
Engaged Learning (3 cr)
International (3 cr)
Diversity (3 cr)

Exercise, Health, and Sports Science Required Core Courses (42 credits)
BIO 111 Human Anatomy and Physiology I (3 cr)
BIO 112 Practical Human Anatomy and Physiology I (1.5 cr)
BIO 113 Human Anatomy and Physiology II (3 cr)
BIO 114 Practical Human Anatomy and Physiology II (1.5 cr)
CHY 107 Chemistry for Health Sciences or CHY 113 Principles of Chemistry I (3 cr)

CON 252 Human Nutrition (3 cr)
SPM 100 Introduction to Exercise, Health and Sport Sciences (required for majors with 60 credits or less) (3 cr)
SPM 216 Emergency Medical Response (3 cr)
SPM 219 or REC 219 Lifetime Physical Fitness and Wellness (3 cr)
SPM 230 Psychology of Physical Activity and Sport (3 cr)
SPM 325 Methods of Resistance Training and Conditioning (3 cr)
SPM 330 Physiology of Exercise (3 cr)
SPM 352 Nutrition for Physical Performance (3 cr)
SPM 381 Kinesiology (3 cr)
SPM 430 Exercise Testing, Assessment and Prescription (3 cr)

Exercise Science Required Courses (33 credits)
SCI 140 Medical Terminology (3 cr)
SPM 260 Introduction to Personal Training (3 cr)
SPM 350 Health Promotion Programs (3 cr)
SPM 390 Biomechanics (3 cr)
SPM 431 Advanced Exercise Physiology (3 cr)
SPM 450 Exercise for Special Populations (3 cr)
SPM 485 Senior Thesis I (3 cr)
SPM 486 Senior Thesis II (optional: 3 cr)
SPM 495 Clinical Internship/Co-op (9-12 cr)

Exercise Science Approved Electives

Students should consult with their advisor to determine if exercise science electives are needed to complete the 120-credit minimum graduation requirement. Elective courses require advisor approval.

Students wishing to pursue a Biology minor should consult with the Department of Biological Sciences.

Students wishing to pursue a Chemistry minor should consult with the Department of Chemistry.

Students wishing to pursue a Holistic and Integrative Health minor should consult with the School of Nursing.

Students wishing to pursue a Business Administration minor should consult with the School of Business.

BS in Health Sciences

Description

The B.S. in health sciences curriculum reflects the different educational goals and breadth of needs of students enrolled in the program. The degree also can serve as a baccalaureate completion program for associate's degree allied health graduates. As health care shifts to outpatient and community settings, and to more health promotion and health education, these graduates with their expanded professional role capability can provide more effective care to the community. The curriculum includes completion of the USM Core Curriculum requirements, health sciences core requirements, and one track of study: wellness, pre-professional, health care administration, or the occupational therapy accelerated pathway.

Program Requirements

Retention and Progression Requirements

While enrolled in Health Sciences, students must:

- Maintain a minimum cumulative GPA of 2.50.
- Earn a minimum grade of C- in all required courses. Students receiving a grade lower than C- in a required course will not be allowed to sequence into post-requisite coursework until the prerequisite deficiency has been rectified.

Probation

Students will be placed on academic probation for failure to maintain a minimum cumulative GPA of 2.50. Students failing to rectify the GPA

deficiency within a one-year probationary period will be removed from their declared major and from their status as a student within the Department. Upon rectifying the GPA deficiency, students can reapply for admission into a Departmental major.

Graduation Requirements

Students will graduate with a B.S. in health sciences when the following requirements are satisfied:

- Minimum cumulative GPA of 2.50.
- Completion of all University Core Curriculum requirements.
- Completion of all health sciences core required coursework with minimum grades of C-.
- Completion of coursework within one track of study with minimum grades of C-.
- Completion of 120 credits.

Degree Requirements

The B.S. in health sciences consists of 120 credit hours: University Core Curriculum courses, health sciences major required core courses, a track of study, and approved electives if needed to complete the 120-minimum credit requirement.

University Core Courses (40-42 credits)
EYE (Entry-Year Experience) (3 cr)
College Writing (3 cr)
Quantitative Reasoning (MAT 120 Introduction to Statistics, PSY 201 Statistics in Psychology, or LOS 120 Statistics for Informed Decision Making) (3-4 cr)
Science Exploration (PHY 101/102 Introduction to Physics and Lab, PHY 111/114 Elements of Physics I and Introductory Physics Laboratory I, or SCI 250 Applied Physics w/Lab) (4-5 cr)
Creative Expression (3 cr)
Cultural Interpretation (3 cr)
Socio-cultural Analysis (HRD/SBS 200 Multicultural Human Development) (3 cr)
Ethical Inquiry, Social Responsibility, and Citizenship (3 cr)
Core Electives (9 cr)
Engaged Learning (3 cr)
International (3 cr)
Diversity (3 cr)

Health Sciences Required Core Courses (39 credits)
BIO 111 or SCI 170 Human Anatomy and Physiology I (3 cr)
BIO 112 or SCI 171 Practical Human Anatomy and Physiology I (1.5 cr)
BIO 113 or SCI 172 Human Anatomy and Physiology II (3 cr)
BIO 114 or SCI 173 Practical Human Anatomy and Physiology II (1.5 cr)
CHY 107 Chemistry for Health Sciences or CHY 113 Principles of Chemistry I (3 cr)
CON 252 Human Nutrition (3 cr)
CON 356 Concepts of Community Health or BPH 201 Fundamentals of Public Health or SCI/SBS 336 Fundamentals of Public Health (3 cr)
PSY 100 Introduction to Psychology (3 cr)
PSY 2XX Psychology course 200-level or higher (3 cr)
SPM 100 Introduction to Exercise, Health and Sport Sciences (required for majors with 30 credits or less) (3 cr)
SPM 219 or REC 219 Lifetime Physical Fitness and Wellness (3 cr)
SPM 230 Psychology of Physical Activity and Sport (3 cr)
SPM 350 Health Promotion Programs (3 cr)
SPM 477 Health Research Methods (3 cr)

Track of Study (30 credits)
Students must complete one track of study as part of the health sciences major. Students who have a two-year, health-related associate's degree do not have to complete a track of study, i.e., 30 credits of the A.S. degree will be applied to the track requirement. This situation does not apply to students interested in pursuing the occupational therapy accelerated pathway.

With permission from the faculty advisor, students may petition to substitute up to six credits of track requirements with other university-level health science-related course work. This substitution only applies to students pursuing the wellness, pre-professional, and health care administration tracks. It does not apply to students pursuing the occupational therapy accelerated pathway.

In some cases, track courses may also be used to fulfill minor, certificate, and University core curriculum requirements. Track courses may not be used to fulfill Health Sciences required core courses.

The wellness, pre-professional, and health care administration tracks present the option for a minor, although completion of a minor is not required.

Wellness Track (30 credits)

Select 30 credits from the list below. Students wishing to pursue a Holistic and Integrative Health minor should consult with the School of Nursing. Students wishing to pursue a Psychology minor should consult with the Department of Psychology.

GRN 300 Aging and the Family
GRN 313 Health and Later Years
GRN 315 Rehabilitation Services for Older Adult
GRN 318 Adult Development and Aging
GRN 390 Evaluation and Assessment of Older Adults
HIH 203 Mindfulness Based Stress Reduction
HIH 261 Introduction to Naturopathic Medicine
HIH 270 Holistic Approach to Reproductive Health
HIH 280 Holistic Health I
HIH 281 Holistic Health II
HIH 283 Healing and Spirituality
HIH 284 Botanical Therapies
HIH 288 Reiki: Energy Medicine
HIH 300 Sustainable Compassion
HIH 490 Therapeutic Touch
HRD 310 Aging and the Search for Meaning
HRD 312 The Spiritual Challenges and Opportunities of Aging
PSY 220 Psychology of the Lifespan
PSY 230 Social Psychology
PSY 233 Abnormal Psychology
PSY 338 Theories of Personality
PSY 350 Psychology of Learning
PSY 360 Cognitive Processes
PSY 361 Sensation and Perception
PSY 365 Physiological Psychology
PSY 366 Drugs, Mind, and Behavior
PSY 368 Health Psychology
REC 110 Foundations of Recreation and Leisure Studies
REC/SPM 216 Emergency Medical Response
REC 218 Emergency Medical Response with Focus on Wilderness Applications
REC 285 Perspectives on Animal-Assisted Therapy
REC 311 Psychosocial Interventions for Older Adults
RHF prefix courses (any two 1.5 credit courses)
SWO 375 Gender and Aging

Pre-Professional Track (30 credits)

Select 30 credits from the list below. Students wishing to pursue a Biology minor should consult with the Department of Biological Sciences. Students wishing to pursue a Biochemistry minor or a Chemistry minor should consult with the Department of Chemistry.

BIO 105 Biological Principles I: Cellular Biology
BIO 106 Laboratory Biology
BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology
BIO 109 Biological Principles III: Functional Biology
BIO 201 Genetics
BIO 281 Microbiology for Health Sciences
BIO 282 Microbiological Laboratory
BIO 305 Developmental Biology
BIO 306 Developmental Biology Laboratory
BIO 309 Comparative Vertebrate Anatomy
BIO 321 Neurobiology
BIO 322 Neurobiology Laboratory
BIO 345 Pathophysiology
BIO 401 Animal Physiology
BIO 402 Animal Physiology Laboratory
BIO 409 Cell and Molecular Biology

BIO 410 Cell and Molecular Biology Laboratory
BIO 423 Topics in Genetics
BIO 431 Principles of Immunology
CHY 113 Principles of Chemistry I
CHY 114 Laboratory Techniques I
CHY 115 Principles of Chemistry II
CHY 116 Laboratory Techniques II
CHY 233 Analytical Chemistry with Laboratory
CHY 251 Organic Chemistry I
CHY 252 Organic Chemistry Laboratory I
CHY 253 Organic Chemistry II
CHY 254 Organic Chemistry Laboratory II
CHY 351 Advanced Organic Chemistry
CHY 371 Quantum Chemistry
CHY 373 Chemical Thermodynamics
CHY 374 Chemical Thermodynamics Laboratory
CHY 421 Inorganic Chemistry
CHY 461 Biochemistry I
CHY 462 Biochemistry Laboratory I
CHY 463 Biochemistry II
MAT 140 Pre-Calculus Mathematics
MAT 152 Calculus A
MAT 220 Statistics for the Biological Sciences
PHY 121 General Physics I
PHY 123 General Physics II
SCI 105 Biological Principles I
SCI 106 Laboratory Biology I
SCI 107 Biological Principles II w/ Lab
SCI 140 Medical Terminology
SCI 150 Physics and Biomechanics
SCI/SBS/BPH 337 Introduction to Epidemiology
SPM 330 Physiology of Exercise
SPM 381 Kinesiology
SPM 390 Biomechanics
SPM 495 Clinical Internship

Health Care Administration Track (30 credits)

Select 30 credits from the list below. Students wishing to pursue a Business Administration minor should consult with the School of Business.

ACC 110 Financial Accounting Information for Decision Making
ACC 211 Managerial Accounting Information for Decision Making
BUS 200 Introduction to Business
BUS 201 Personal Finance
BUS 260 Marketing
BUS 280 Legal Environment of Business
BUS 340 Managing Organizational Behavior
BUS 345 Information Technology/Management Information Systems
ECO 101 Introduction to Macroeconomics
ECO 102 Introduction to Microeconomics
ITP 210 Technical Writing
ITP 230 Project Management
ITP 350 Leadership, Team Building, and Facilitation
ITP 381 Human Resource Development
ITP 490 Cost Analysis and Control
ITS 320 Workplace Safety and Health Management Systems
LOS 112 Microsoft Excel
LOS 270 Introduction to Leadership
LOS 299 Writing in the Major
LOS 300 Organizational Theory
LOS/SBS 301 Group Dynamics
LOS/SBS 302 Organizational Behavior
LOS 312 Human Resource Management
LOS/SBS 316 Diversity in Organizations

LOS 327 Leading through Conflict
LOS 350 Leadership
MPH 400 Introduction to Public Health
MPH 425 American Health Systems
PSY/SBS 363 Human Factors in Regulatory Ethics
RMI 320 Introduction to Risk Management and Insurance
SBS 311 Theories of Personality
SBS 335 Legal Issues in Health and Human Services
SBS/SCI 336 Fundamentals of Public Health
SBS 362 Understanding Regulation: Applying Scissors to Red Tape

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Occupational Therapy Accelerated Pathway (31 credits)

This pathway is intended for students interested in pursuing USM's Master's in Occupational Therapy (M.O.T.) program. Entrance into this program is competitive and includes completion of a formal application process. For more information about USM's M.O.T. program, please contact the Coordinator of Graduate Programs at USM's Lewiston-Auburn College. Students accepted into the program will be advised by both an occupational therapy faculty member and their health sciences advisor.

General Electives

Students should consult with their advisor to determine if general electives are needed to complete the 120-credit minimum graduation requirement.

BS in Recreation and Leisure Studies - Therapeutic Recreation Concentration

Description

The purpose of therapeutic recreation is to promote development of functional independence and to facilitate development, maintenance, and expression of an appropriate leisure lifestyle for persons with mental, physical, emotional, or social limitations. Accordingly, this purpose is accomplished through provision of educational and participatory services in both treatment and non-treatment settings. These services assist clientele in eliminating barriers to leisure, developing leisure skills and attitudes that meet their needs, and optimizing their leisure involvement. Therapeutic recreation professionals use leisure and recreation to enhance each client's health status and leisure lifestyle, both of which are imperative to the development of human potential.

Upon completion of the degree requirements, the student may seek employment as a recreation therapist, recreation staff in a variety of municipal or nonprofit environments, activity coordinator, or recreation generalist. Students who complete internships under the supervision of a Certified Therapeutic Recreation Specialist will be eligible to sit for the National Council for Therapeutic Recreation Certification examination.

Program Requirements

Students will graduate with a B.S. in recreation and leisure studies when the following requirements are satisfied:

- Minimum cumulative GPA of 2.00.
- Completion of all University Core Curriculum requirements.
- Completion of all therapeutic recreation required core and major coursework with minimum grades of C-.
- Completion of 121 credits.

University Core Courses (40-42 credits)

EYE (Entry-Year Experience) (3 cr)

College Writing (3 cr)

Quantitative Reasoning (3-4 cr)

Science Exploration (4-5 cr)

Creative Expression (3 cr)

Cultural Interpretation (3 cr)

Socio-cultural Analysis (3 cr)

Ethical Inquiry, Social Responsibility, and Citizenship (3 cr)

Core Electives (9 cr)

International (3 cr)

Diversity (3 cr)

Engaged Learning (3 cr)

Recreation and Leisure Studies Required Core Courses (57 credits)

REC 110 Foundations of Recreation and Leisure Studies

REC 121 Introduction to Therapeutic Recreation Services

REC 216 Emergency Response or REC 218 Emergency Medical Response with Focus on Wilderness Application

REC 219 Lifetime Physical Fitness and Wellness

REC 226 Lifetime Leisure Activities

REC 232 Methods in Therapeutic Recreation Program Design

REC 241 Recreation Leadership

REC 253 Implications of Disabling Conditions for Therapeutic Recreation

REC 311 Psychosocial Interventions for Older Adults

REC 314 Wellness Education and Counseling

REC 324 Inclusive and Special Recreation

REC 382 Assessment and Documentation in Therapeutic Recreation

REC 383 Facilitation Techniques in Therapeutic Recreation

REC 494 Professional Foundations of Therapeutic Recreation Practice

REC 495 Internship

REC 498 Management and Professional Development in Therapeutic Recreation

Recreation and Leisure Studies Required Foundation Courses (24 credits)

BIO 111 Human Anatomy and Physiology I

BIO 112 Practical Human Anatomy and Physiology I

BIO 113 Human Anatomy and Physiology II

BIO 114 Practical Human Anatomy and Physiology II

HRD/SBS 200 Multicultural Human Development

LOS/SBS 301 Group Dynamics

PSY 100 Introduction to Psychology

PSY 233 Abnormal Psychology

SBS 343 Substance Abuse or SWO 388 Alcohol and Other Drug Abuse Issues

Recreation and Leisure Studies Approved Elective Courses (6 credits)

HIH 203 Mindfulness Based Stress Reduction

HIH 280 Holistic Health I

HIH 281 Holistic Health II

HIH 288 Reiki: Energy Medicine

REC 190 Yoga and Nutrition

REC 223 Introduction to Nature Tourism

REC 231 Expressive Arts Programming

REC 233 Outdoor Recreation

REC 285 Perspectives on Animal Assisted Therapy

REC 367 Adventure Based Counseling

REC 386 Recreation Facility Design and Maintenance

RHF 1XX Two 1.5-credit health fitness courses

Recreation and General Electives

Students should consult with their advisor to determine if electives are needed to complete the 121-credit minimum graduation requirement. Elective courses require advisor approval.

Occupational Therapy Accelerated Pathway

This pathway is intended for students interested in pursuing USM's Master's in Occupational Therapy (M.O.T.) program. Entrance into this program is competitive and includes completion of a formal application process. For more information about USM's M.O.T. program, please contact the Coordinator of Graduate Programs at USM's Lewiston-Auburn College. Students accepted into the program will be advised by both an Occupational Therapy faculty member and their Recreation and Leisure Studies advisor.

Minor in Disabilities Studies

Description

The minor in disabilities studies is offered in collaboration with programs in Linguistics, Psychology, Social and Behavioral Sciences, Social Work, and Special Education. This minor is open to any USM major and will prepare a student to work with special populations in a myriad of settings including community recreation, education, and therapeutic recreation. The minor in Disabilities Studies allows students to create their

course of study from a variety of options.

Program Requirements

Minimum number of credits required for the minor: 21

Students must earn a grade of C- or better in all courses required for the minor.

Required courses: (15 credits)

ADS 400 Seminar in Disabilities Studies

PSY 233 or SBS 303 Abnormal Psychology

REC 253 Implications of Disabling Conditions for Therapeutic Recreation or REC 324 Inclusive and Special Recreation

SBS 315 Social Psychology of Disability

SED 300 Ethics and Youth with Exceptionalities

Choose two electives from the following: (6 credits)

ADS 400 Seminar in Disabilities Studies (may be taken twice)

ASL 101, 102 Beginning American Sign Language I and II

LIN 105 Contrastive Analysis: ASL and English

LIN 203 Introduction to the Deaf World

PSY 366 Drugs, Mind, and Behavior

SBS 335 Legal Issues in Health and Human Services

SBS 343 Substance Abuse

SBS/ECE/LAE 393 Exceptionality in Early Childhood Education

SED 335 Students with Exceptionalities in General Education

SED 420 Multi-tiered Systems Support (MTSS) in Education

SWO 388 Alcohol and Other Drug Abuse Issues

Some courses may have prerequisites.

With permission, 9 transfer credits will be allowed. If transfer credits are allowed, 12 credits are required to be taken at USM.

Minor in Nature Tourism

Description

The minor in nature tourism combines coursework to provide students with an introductory knowledge of ecotourism, outdoor recreation leadership, and nature interpretation. Safe and responsible use of outdoor environments is a prime focus of the minor. Enrollment in the nature

tourism minor can increase student understanding and enjoyment of nature while enhancing future employment opportunities in ecotourism and adventure recreation businesses, wilderness equipment outfitters, or organizations that focus on environmental education.

Program Requirements

Minimum number of credits required for the minor: 19

Required courses: (16 credits)

ESP 101, 102 Fundamentals of Environmental Science with Laboratory

ESP 200 Environmental Planning

REC 218 Emergency Medical Response with Focus on Wilderness Application*

REC 223 Introduction to Nature Tourism

REC 233 Outdoor Recreation

Elective courses: (3 credits)

ESP 150 Environmental Science Field Immersion Session

REC 367 Adventure Based Counseling

Not all classes are offered every semester. Some courses may have prerequisites.

*Recreation and Leisure studies majors can substitute REC 218 Emergency Medical Response with Focus on Wilderness Application for REC 216 Emergency Response only if they are enrolled in the nature tourism minor and have completed either REC 223 Introduction to Nature Tourism or ESP 101, 102 Fundamentals of Environmental Science with Laboratory.

Minor in Recreation Leadership

Description

The minor in recreation leadership provides students with the basic knowledge and skills necessary to lead recreation programs in settings such as YMCAs, Boys and Girls Clubs, community recreation centers, and camps. The minor is especially appropriate for students majoring in fields such as education, psychology, nursing, criminology, business, and social work who intend to use recreation activities as part of their practices.

Program Requirements

Minimum number of credits required for the minor: 21

Required courses: (9 credits)

REC 110 Foundations of Recreation and Leisure Studies

REC 241 Recreation Leadership

REC 324 Inclusive and Special Recreation

Complete three of the following courses: (9 credits)

REC 226 Lifetime Leisure Activities

REC 231 Expressive Arts Programming

REC 233 Outdoor Recreation

REC 311 Psychosocial Interventions for Older Adults

REC 314 Wellness Education and Counseling

REC 367 Adventure Based Counseling

Complete two 1.5-credit RHF courses from the following: (3 credits)

RHF 106 Ballroom Dance

RHF 109 Beginning Weight Training

RHF 118 Yoga

RHF 121 Self Defense

RHF 122 Aerobic Kickboxing

RHF 123 Introduction to Sea Kayaking

RHF 124 T'ai Chi Qigong

RHF 126 Stability and Physio-Ball Exercise

RHF 131 Indoor Cycling Instructor Preparation

RHF 218 Yoga Fusion

Not all courses are offered every semester. Some courses have prerequisites. Other RHF courses can be substituted with permission.

Exercise, Health, and Sport Sciences 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.

Linguistics Overview

Chair of the Department: Dana McDaniel

Professors: McDaniel, Shepard-Kegl; Assistant Professors: Heil, Wood; Lecturer: Holman

Language plays a crucial role in almost every aspect of human life; it is fundamental to commerce, government, education, science, technology, the arts, and the mass media. The field of linguistics is devoted to the study of language, its nature, its uses, and its limitations. Because of its wide relevance, undergraduate study in linguistics can be a springboard to careers in many areas, from education to computer science.

The linguistics major consists of courses designed to foster a deep understanding of human natural language, including an appreciation of the structure and organization of natural languages, the variety of natural languages, the commonalities that underlie the vast apparent differences among languages, the processes of language acquisition in children, the psychological and neurological bases of language use, and the form and significance of social variation in language.

Beyond this intellectual foundation, students have six options. They can major in general linguistics, or they can choose one of five concentrations: ASL/English Interpreting, ASL Linguistics, French Linguistics, Spanish Linguistics, or Speech and Language Science. These options are designed to meet the needs of specific categories of students.

The general linguistics major serves students who have an interest in language as an aspect of human nature or who wish to pursue graduate education in linguistics or language-related areas.

The ASL/English Interpreting Concentration is intended for students who wish to eventually become nationally certified ASL/English interpreters. The ASL Linguistics Concentration is meant for students interested in the ASL language, Deaf culture, and linguistics who plan to pursue a career other than interpreting that involves working with the Deaf community.

The French and Spanish Linguistics concentrations are intended for students interested in the French or Spanish language who plan to pursue careers or graduate studies relating to linguistics or the languages. Students in these concentrations also have the option of pursuing K-12 certification as preparation for careers as K-12 French or Spanish teachers.

The Speech and Language Science Concentration is designed for students who wish to pursue a career in speech-language pathology, audiology, or related disciplines.

Goals of the linguistics major are 1) to help each student develop an understanding of the nature of natural language, 2) to help each student develop a foundation of more specialized expertise relevant to the student's career goals, and 3) to help each student compile a record of achievement that will facilitate the student's search for employment or further education.

BA in Linguistics

Description

The general linguistics major serves students who have an interest in language as an aspect of human nature or who wish to pursue graduate education in language-related areas. A variety of options gives students the opportunity to work closely with faculty members, either one-on-one or in small groups. In this way, students in General Linguistics get individualized attention and an opportunity for engagement much like that of graduate students at other institutions. Mechanisms for these experiences include independent study, research internships, research assistantships on funded projects, and advanced seminar courses. Students who are interested in studying linguistics at the graduate level are well-prepared by the General Linguistics major. Graduates have gone on to graduate programs in Linguistics at top research universities. For students interested in pursuing a Law degree, USM offers an accelerated graduate pathway that includes Linguistics as one of the B.A. options.

Program Requirements

Required Coursework

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 316 Language Variation
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
LIN 490 Introduction to Language Research

One three-credit LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis) or one of the language-based courses offered by the English Department (ENG 330, 337, 338, 431)

One 300- or 400-level three-credit LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis) or ASL 416 ASL Linguistics in ASL

Two three-credit 400-level LIN courses (excluding courses focused on interpreting and excluding LIN 498 Thesis)

Four semesters of language study (number of credits varies depending on courses)

Total number of credits: 45 credits minimum (number of credits varies depending on the choice of language courses)

Note on Language Component

Students pursuing the general linguistics major must complete four semesters of a language or languages other than their native language. Students may choose to take four semesters of the same language or to divide the four courses among two or more different languages. The language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency in a language or languages. In such cases, students replace the language course credits with other linguistics courses (or possibly with linguistics-related courses in other areas). Substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors in Linguistics

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in general linguistics are the following:

- Achieve a G.P.A. of at least 3.7 in LIN courses.
- Earn a grade of B or higher in all language courses that count toward the major.
- Submit a portfolio of linguistic activities approved by the Department. The portfolio documents linguistic activities outside of required coursework. Examples of such activities include independent study and research internship courses, tutoring, and attendance at linguistics conferences. Students who plan to submit a portfolio should discuss details with their advisor.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in general Linguistics or core courses recommended for students majoring in general Linguistics.

Quantitative Reasoning: Students should fulfill this requirement by taking a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology). One of the LIN requirements, LIN 490 Introduction to Language Research, has a statistics course as a prerequisite.

Cultural Interpretation: All 101, 102, 201, and 202 language courses fulfill this requirement; therefore, the language requirement for the major also fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement.

Science Exploration: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics also meets this requirement.

Capstone: LIN 490 Introduction to Language Research is a capstone course.

Several linguistics or language courses that are not required for the major fulfill core requirements:

International: LIN 112 The Birth of a Language, FRE 202 Intermediate French II, GER 202 Intermediate German II, ITA 202 Intermediate Italian II, SPA 202 Intermediate Spanish II

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting (Note: Students who have not taken ASL or interpreting courses can request permission from the Department to take this course, if they demonstrate experience in an area involving ethical reasoning.)

Engaged Learning: ASL 201 Intermediate American Sign Language I, ASL 202 Intermediate American Sign Language II, ASL 401 Advanced American Sign Language I, ASL 402 Advanced American Sign Language II, LIN 394 Teaching Internship, LIN 395 Research Internship, LIN 398 Independent Study, LIN 498 Thesis

Recommended Course Sequence

Suggested four-year plan for General Linguistics majors

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here as long as the prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 312 or 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

Fall 1:
Language 1

Spring 1:
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology
Language 2

Fall 2:
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
Language 3

Spring 2:
LIN 311 Phonetics
Language 4

Fall 3:
LIN 312 Phonology and Morphology
LIN 1XX/2XX/3XX/4XX

Spring 3:
LIN 316 Language Variation
LIN 490 Introduction to Language Research
LIN 3XX/4XX
LIN 4XX

Fall 4:
LIN 498 thesis (if doing honors)

Spring 4:
LIN 4XX

BA in Linguistics - ASL Linguistics Concentration

Description

The ASL Linguistics Concentration is intended for students interested in the ASL language, Deaf studies, and linguistics, and who are planning career paths other than interpreting that involve Deaf people and the Deaf community. This major brings together our unique focus on linguistics and our intensive curriculum in ASL and Deaf culture.

Program Requirements

Required Coursework

LIN 105 Contrastive Analysis: ASL and English
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 203 Introduction to the Deaf World
LIN 310 Signs of Language in the Brain
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
ASL 201 Intermediate American Sign Language I
ASL 202 Intermediate American Sign Language II
ASL 401 Advanced American Sign Language I
ASL 402 Advanced American Sign Language II
ASL 415 ASL Literature in ASL **or** ASL 417 Deaf Art, Film, and Theatre in ASL
ASL 416 ASL Linguistics in ASL

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis) **or** LIN 395 Research Internship (research must focus on signed language)

Total number of credits: 43

Note on Language Component

Students pursuing the ASL Linguistics Concentration must have taken two semesters of ASL (101-102) or have attained a level of proficiency equivalent to two semesters. These courses (or the equivalent) do not count as credit toward the major but are prerequisites to upper-level ASL courses.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for ASL Linguistics Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the ASL Linguistics Concentration are the following:

- Achieve a G.P.A. of at least 3.7 in LIN and ASL courses.
- Complete LIN 490 Introduction to Language Research with a grade of B or higher.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in Linguistics with a Concentration in ASL Linguistics or core courses recommended for students majoring in this concentration.

Quantitative Reasoning: Students must fulfill this requirement with a statistics or MAT course. One requirement for Honors in Linguistics is LIN 490 Introduction to Language Research. This course has a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology) as a prerequisite. Therefore, students should take a statistics course to meet this requirement if they are considering pursuing Honors in Linguistics. If not, students can take any MAT course in the Quantitative Reasoning category.

Cultural Interpretation: Each of ASL 101 Beginning American Sign Language I, ASL 102 Beginning American Sign Language II, ASL 201 Intermediate American Sign Language I, and ASL 202 Intermediate American Sign Language II (as well as other language courses at these levels) fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics and LIN 203 Introduction to the Deaf World meet this requirement.

Science Exploration: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics and LIN 203 Introduction to the Deaf World also meet this requirement.

Engaged Learning: ASL 201 Intermediate American Sign Language I, ASL 202 Intermediate American Sign Language II, ASL 401 Advanced American Sign Language I, and ASL 402 Advanced American Sign Language II meet this requirement.

Capstone: ASL 416 ASL Linguistics in ASL is a capstone course.

Several linguistics or language courses that are not required for the major fulfill core requirements:

International: LIN 112 The Birth of a Language, FRE 202 Intermediate French II, GER 202 Intermediate German II, ITA 202 Intermediate Italian II, SPA 202 Intermediate Spanish II

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting (Note: Students who have not taken ASL or interpreting courses can request permission from the Department to take this course, if they demonstrate experience in an area involving ethical reasoning.)

Recommended Course Sequence

Suggested four-year plan for Linguistics Majors, ASL Linguistics Concentration

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here as long as the prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

Fall 1:
ASL 101 Beginning American Sign Language I
LIN 105 Contrastive Analysis: ASL and English

Spring 1:
ASL 102 Beginning American Sign Language II
LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Fall 2:
ASL 201 Intermediate American Sign Language I
LIN 203 Introduction to the Deaf World

Spring 2:
ASL 202 Intermediate American Sign Language II
LIN 310 Signs of Language in the Brain

Fall 3:
ASL 401 Advanced American Sign Language I

LIN 313 Syntax

Spring 3:
ASL 402 Advanced American Sign Language II
ASL 416 ASL Linguistics in ASL

Fall 4:
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
ASL 415 ASL Literature in ASL or ASL 417 Deaf Art, Film, and Theatre in ASL

Spring 4:
LIN 4XX or LIN 395

BA in Linguistics - ASL/English Interpreting Concentration

Description

The ASL/English Interpreting Concentration is intended for students who wish to become nationally certified ASL/English interpreters. The goal of this concentration is to provide students with the academic preparation needed for the two-step national credentialing exam offered by the Center for the Assessment of Sign Language Interpretation (CASLI). Students are required to pass the National Interpreter Certification (NIC) Knowledge Exam as a prerequisite to entering Practicum, which serves as a Capstone to their concentration. We project that within two years of consistent work experience while working under a “Conditional Interpreter License” from the State of Maine or working within their home states, students should be ready to stand for and pass the National Interpreter Certification (NIC) Interview and Performance Exam.

Our interpreting program is unique in offering a full curriculum that is equally geared to both hearing and Deaf interpreting students at all levels of study. The ASL/English Interpreting Program also provides a variety of in-service training opportunities for working educational interpreters throughout Maine. The program has ongoing efforts to provide training opportunities every year for working educational interpreters throughout the state. Students are strongly encouraged to also take the Educational Interpreter Performance Assessment (EIPA) Written Test prior to graduation as well as the EIPA Performance Test shortly after graduation.

Finally, our concentration offers an optional three-course series in medical interpreting designed for both advanced students and working medical interpreters, in both signed and spoken languages, with language coaches assigned in each student’s language area. In addition to 72 hours of coursework designed to meet training standards established by the International Medical Interpreter Association (IMIA) and the National Council on Interpreting in Health Care (NCIHC), a third course prepares students to take national written exams in healthcare interpreting. We offer, upon passing these tests, a hands-on Simulation Lab Peer Professional Training jointly for medical interpreters and medical professionals, i.e., medical students, nursing students, residents and health care professionals.

This interpreter training program has been nationally accredited by the Commission on Collegiate Interpreter Education (CCIE) since 2009.

Program Requirements

Required Coursework

LIN 105 Contrastive Analysis: ASL and English
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 310 Signs of Language in the Brain
LIN 313 Syntax
LIN 331 ASL/English Interpreting
LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams
LIN 333 Interpreting: Source Language ASL
LIN 334 Interpreting: Source Language English
LIN 410 Ethical Decision Making in ASL/English Interpreting

LIN 413 Supervised Mentoring; or 498 Thesis; or a combination of LIN 425 Special Topics in ASL/English Interpreting, medical interpreting courses (LIN 431, 432, 433), foundations of interpreting courses (LIN 401, 402, 403, 404), and LIN 409 Educational Interpreting, adding up to a total of at least 6 credits

LIN 435 Advanced Interpreting and Practicum I

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis) or ASL 416 ASL Linguistics in ASL

ASL 401 Advanced American Sign Language I
ASL 402 Advanced American Sign Language II
ASL 415 ASL Literature in ASL, or ASL 416 ASL Linguistics in ASL, or ASL 417 Deaf Art, Film, and Theatre in ASL

Total number of credits: 50 or 53 (depending on choice of LIN 413, LIN 498, or 6 credits of LIN 401, 402, 403, 404, 409, 425, 431, 432, 433)

Note on Language Component

Students pursuing the English ASL/Interpreting Concentration must have taken four semesters of ASL (101-202) or have attained a level of proficiency equivalent to four semesters. These courses (or the equivalent) do not count as credit toward the major but are prerequisites to interpreting courses and upper-level ASL courses.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for ASL/English Interpreting Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the ASL/English Interpreting Concentration are the following:

- Achieve a GPA of at least 3.7 in LIN and ASL courses.
- Complete LIN 490 Introduction to Language Research with a grade of B or higher.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in Linguistics with a Concentration in ASL/English Interpreting or core courses recommended for students majoring in this concentration.

Quantitative Reasoning: Students must fulfill this requirement with a statistics or MAT course. One requirement for Honors in Linguistics is LIN 490 Introduction to Language Research. This course has a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology) as a prerequisite. Therefore, students should take a statistics course to meet this requirement if they are considering pursuing Honors in Linguistics. If not, students can take any MAT course in the Quantitative Reasoning category.

Cultural Interpretation: Each of ASL 101 Beginning American Sign Language I, ASL 102 Beginning American Sign Language II, ASL 201 Intermediate American Sign Language I, and ASL 202 Intermediate American Sign Language II (as well as other language courses at these levels) fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement.

Science Exploration: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics also meets this requirement.

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting meets this requirement.

Engaged Learning: ASL 401 Advanced American Sign Language I, ASL 402 Advanced American Sign Language II, and LIN 435 Advanced Interpreting and Practicum I meet this requirement.

Capstone: LIN 435 Advanced Interpreting and Practicum I is a capstone course.

Several linguistics and language courses that are not required for the major fulfill a core requirement:

International: LIN 112 The Birth of a Language, FRE 202 Intermediate French II, GER 202 Intermediate German II, ITA 202 Intermediate Italian

II, SPA 202 Intermediate Spanish II

Recommended Course Sequence

Suggested four-year plan for Linguistics Majors, ASL/English Interpreting Concentration

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here as long as prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

(Course in italics is required for Deaf Studies Minor)

Fall 1:
ASL 101 Beginning American Sign Language I
LIN 105 Contrastive Analysis: ASL and English

Spring 1:
ASL 102 Beginning American Sign Language II
LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Fall 2:
ASL 201 Intermediate American Sign Language I
LIN 203 Introduction to the Deaf World
LIN 313 Syntax

Spring 2:
ASL 202 Intermediate American Sign Language II
LIN 310 Signs of Language in the Brain
LIN 331 ASL/English Interpreting

Fall 3:
ASL 401 Advanced American Sign Language I
LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams
LIN 333 Interpreting: Source Language ASL

Spring 3:
ASL 402 Advanced American Sign Language II
LIN 4XX or ASL 416

Fall 4:
ASL 415 ASL Literature in ASL or ASL 417 Deaf Art, Film, and Theatre in ASL
LIN 334 Interpreting: Source Language English

Spring 4:
LIN 435 Advanced Interpreting and Practicum I (6 cr)
LIN 410 Ethical Decision Making in ASL/English Interpreting

The six credits of LIN 425 Special Topics in ASL/English Interpreting, medical interpreting courses (LIN 431, 432, 433), foundations of interpreting courses (LIN 401, 402, 403, 404), LIN 409 Educational Interpreting, LIN 413 Supervised Mentoring; or LIN 498 Thesis can fit into various places.

BA in Linguistics - French Linguistics Concentration

Description

The French Linguistics Concentration is intended for students interested in the French language and its linguistic structure, as well as linguistics in general. Students in the French Linguistics concentration who would like to pursue a career as a K-12 French teacher also can complete the K-12 teacher certification pathway.

Program Requirements

Required Coursework

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
FRE 101 Beginning French I
FRE 102 Beginning French II
FRE 201 Intermediate French I
FRE 202 Intermediate French II
FRE 300 Building Fluency in French
FRE 301 Practical French I
FRE 302 Practical French II
FRE 416 The Linguistic Structure of French

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis)

Elective in major: One course (at least three credits) relating to French language, culture, or linguistics, chosen in consultation with an advisor. Students are encouraged to attend study abroad programs in French-speaking countries. A course taken as part of such a program fulfills this requirement.

Total number of credits: 51

Note on Language Component

One or more of the first four levels of French language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency. In such cases, students replace the language course credits with other linguistics or French-related courses. Substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for French Linguistics Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the French Linguistics Concentration are the following:

- Achieve a G.P.A. of at least 3.7 in LIN and French courses.
- Complete LIN 490 Introduction to Language Research with a grade of B or higher.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in Linguistics with a Concentration in French Linguistics or core courses recommended for students majoring in this concentration.

Quantitative Reasoning: Students must fulfill this requirement with a statistics or MAT course. One requirement for Honors in Linguistics is LIN 490 Introduction to Language Research. This course has a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology) as a prerequisite. Therefore, students should take a statistics course to meet this requirement if they are considering pursuing Honors in Linguistics. If not, students can take any MAT course in the Quantitative Reasoning category.

Cultural Interpretation: Each of FRE 101 Beginning French I, FRE 102 Beginning French II, FRE 201 Intermediate French I, and FRE 202 Intermediate French II (as well as other language courses at these levels) fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement.

Science Exploration: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics also meets this requirement.

International: FRE 202 Intermediate French II meets this requirement.

Capstone: FRE 416 The Linguistic Structure of French is a capstone course.

Several linguistics or language courses that are not required for the major fulfill a core requirement:

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting (Note: Students who have not taken ASL or interpreting courses can request permission from the Department to take this course, if they demonstrate experience in an area involving ethical reasoning.)

Engaged Learning: ASL 201 Intermediate American Sign Language I, ASL 202 Intermediate American Sign Language II, ASL 401 Advanced American Sign Language I, ASL 402 Advanced American Sign Language II, LIN 394 Teaching Internship, LIN 395 Research Internship, LIN 398 Independent Study, LIN 498 Thesis

Recommended Course Sequence

Suggested four-year plan for Linguistics Majors, French Linguistics Concentration

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here as long as prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 312 or LIN 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

Fall 1:
FRE 101 Beginning French I

Spring 1:
FRE 102 Beginning French II
LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Fall 2:
FRE 201 Intermediate French I
LIN 313 Syntax

Spring 2:
FRE 202 Intermediate French II
LIN 311 Phonetics

Fall 3:
FRE 301 Practical French I
LIN 312 Phonology and Morphology
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism

Spring 3:
FRE 300 Building Fluency in French
FRE 302 Practical French II
LIN 4XX

Fall 4:
Elective

Spring 4:
FRE 416 The Linguistic Structure of French

BA in Linguistics - French Linguistics Concentration, K-12 Teacher Education

Description

The Linguistics program offers a K-12 teacher certification track for prospective teachers of French. This track is designed to provide prospective K-12 teachers with a strong academic foundation in the French language.

Program Requirements

Minimum total number of credits required for graduation is 120, by satisfying the following:

- USM's Core Curriculum requirements
- Requirements for the major (concentration in French Linguistics)
- Requirements for teacher education (includes pre-candidacy courses)

Core Curriculum requirements are listed below. In some cases, these requirements can be met by courses also required for the major or for teacher education (usually pre-candidacy courses). In those cases, the specific course is listed. Recommended courses also are listed for some requirements.

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation - FRE 202 Intermediate French II (4 cr)
- Quantitative Reasoning - a statistics or MAT course (required) (4 cr)
- Creative Expression - THE 102 Acting for Non-majors or THE 170 Public Speaking (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - LIN 185/186 Language, Mind, and Society: An Introduction to Linguistics and Laboratory (4 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity - EDU 305 Foundations of Cultural and Linguistic Diversity (required) (3 cr)
- International - FRE 202 Intermediate French II (4 cr)
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)
- Capstone - FRE 416 The Linguistic Structure of French (3 cr)

Major Requirements: Linguistics with Concentration in French Linguistics

Total number of credits (exclusive of the University’s Core Curriculum and Professional Education Internship requirements) required for the major: 51

Students must earn a grade of C or higher in all courses for the major to meet requirements for teacher education.

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
FRE 101 Beginning French I

FRE 102 Beginning French II
FRE 201 Intermediate French I
FRE 202 Intermediate French II
FRE 300 Building Fluency in French
FRE 301 Practical French I
FRE 302 Practical French II
FRE 416 The Linguistic Structure of French

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498)

Elective in major: One course (at least three credits) relating to French language, culture, or linguistics, chosen in consultation with an advisor. Students are encouraged to attend study abroad programs in French-speaking countries. A course taken as part of such a program will fulfill this requirement.

Note on Language Component

One or more of the first four levels of French language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency. In such cases, students replace these courses with other linguistics or French-related courses. The substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for French Linguistics Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the French Linguistics Concentration are the following:

- Achieve a GPA of at least 3.7 in LIN and French courses
- Complete LIN 490 Introduction to Language Research with a grade of B or higher
- Complete LIN 498 Thesis with a grade of A

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar’s office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended:

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required:

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information**.**

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education.

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

BA in Linguistics - Spanish Linguistics Concentration

Description

The Spanish Linguistics Concentration is intended for students interested in the Spanish language and its linguistic structure, as well as linguistics in general. Students in the Spanish Linguistics concentration who would like to pursue a career as a K-12 Spanish teacher also can complete the K-12 teacher certification pathway.

Program Requirements

Required Coursework

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
SPA 101 Beginning Spanish I
SPA 102 Beginning Spanish II
SPA 201 Intermediate Spanish I
SPA 202 Intermediate Spanish II
SPA 300 Building Fluency in Spanish
SPA 301 Practical Spanish I
SPA 302 Practical Spanish II
SPA 416 The Linguistic Structure of Spanish

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis)

Elective in major: One course (at least three credits) relating to Spanish language, culture, or linguistics, chosen in consultation with an advisor.

Students are encouraged to attend study abroad programs in Spanish-speaking countries. A course taken as part of such a program fulfills this requirement.

Total number of credits: 51

Note on Language Component

One or more of the first four levels of Spanish language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency. In such cases, students replace the language course credits with other linguistics or Spanish-related courses. Substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for Spanish Linguistics Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the Spanish Linguistics Concentration are the following:

- Achieve a GPA of at least 3.7 in LIN and Spanish courses.
- Complete LIN 490 Introduction to Language Research with a grade of B or higher.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in Linguistics with a Concentration in Spanish Linguistics or core courses recommended for students majoring in this concentration.

Quantitative Reasoning: Students must fulfill this requirement with at statistics or MAT course. One requirement for Honors in Linguistics is LIN 490 Introduction to Language Research. This course has a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology) as a prerequisite. Therefore, students should take a statistics course to meet this requirement if they are considering pursuing Honors in Linguistics. If not, students can take any MAT course in the Quantitative Reasoning category.

Cultural Interpretation: Each of SPA 101 Beginning Spanish I, SPA 102 Beginning Spanish I, SPA 201 Intermediate Spanish I, and SPA 202 Intermediate Spanish II (as well as other language courses at these levels) fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement.

Science Exploration: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics also meets this requirement.

International: SPA 202 Intermediate Spanish II meets this requirement.

Capstone: SPA 416 The Linguistic Structure of Spanish is a capstone course.

Several linguistics or language courses that are not required for the major fulfill core requirements:

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting (Note: Students who have not taken ASL or interpreting courses can request permission from the Department to take this course, if they demonstrate experience in an area involving ethical reasoning.)

Engaged Learning: ASL 201 Intermediate American Sign Language I, ASL 202 Intermediate American Sign Language II, ASL 401 Advanced American Sign Language I, ASL 402 Advanced American Sign Language II, LIN 394 Teaching Internship, LIN 395 Research Internship, LIN 398 Independent Study, LIN 498 Thesis

Recommended Course Sequence

Suggested four-year plan for Linguistics Majors, Spanish Linguistics Concentration

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here so long as prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 312 or LIN 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

Fall 1:
SPA 101 Beginning Spanish I

Spring 1:
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
SPA 102 Beginning Spanish II

Fall 2:
LIN 313 Syntax
SPA 201 Intermediate Spanish I

Spring 2:
LIN 311 Phonetics
SPA 202 Intermediate Spanish II

Fall 3:
LIN 312 Phonology and Morphology
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
SPA 301 Practical Spanish I

Spring 3:
LIN 4XX
SPA 300 Building Fluency in Spanish
SPA 302 Practical Spanish II

Fall 4:
Elective

Spring 4:
SPA 416 The Linguistic Structure of Spanish

BA in Linguistics - Spanish Linguistics Concentration, K-12 Teacher Education

Description

The Linguistics program offers a K-12 teacher certification track for prospective teachers of Spanish. This track is designed to provide prospective K-12 teachers with a strong academic foundation in the Spanish language.

Program Requirements

Minimum total number of credits required for graduation is 120, by satisfying the following:

- USM's Core Curriculum requirements
- Requirements for the major (concentration in Spanish Linguistics)
- Requirements for teacher education (includes pre-candidacy courses)

Core Curriculum requirements are listed below. In some cases, these requirements can be met by courses also required for the major or for teacher education (usually pre-candidacy courses). In those cases, the specific course is listed. Recommended courses also are listed for some requirements.

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation - SPA 202 Intermediate Spanish II (4 cr)
- Quantitative Reasoning - a statistics or MAT course (required)(4 cr)
- Creative Expression - THE 102 Acting for Non-majors or THE 170 Public Speaking (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - LIN 185/186 Language, Mind, and Society: An Introduction to Linguistics and Laboratory (4 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-tiered Systems of Educational Support (required) (9 cr)
- Diversity - EDU 305 Foundations of Cultural and Linguistic Diversity (required) (3 cr)
- International - SPA 202 Intermediate Spanish II (4 cr)
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)
- Capstone - SPA 416 The Linguistic Structure of Spanish (3 cr)

Major Requirements: Linguistics with Concentration in Spanish Linguistics

Total number of credits (exclusive of the University's Core Curriculum and Professional Education Internship requirements) required for the major: 51

Students must earn a grade of C or higher in all courses for the major to meet requirements for teacher education.

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
SPA 101 Beginning Spanish I
SPA 102 Beginning Spanish II
SPA 201 Intermediate Spanish I
SPA 202 Intermediate Spanish II
SPA 300 Building Fluency in Spanish
SPA 301 Practical Spanish I
SPA 302 Practical Spanish II
SPA 416 The Linguistic Structure of Spanish

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498)

Elective in major: One course (at least three credits) relating to Spanish language, culture, or linguistics, chosen in consultation with an advisor. Students are encouraged to attend study abroad programs in Spanish-speaking countries. A course taken as part of such a program will fulfill this requirement.

Note on Language Component

One or more of the first four levels of Spanish language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency. In such cases, students replace these courses with other linguistics or Spanish-related courses. Substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for Spanish Linguistics Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the Spanish Linguistics Concentration are the following:

- Achieve a GPA of at least 3.7 in LIN and Spanish courses
- Complete LIN 490 Introduction to Language Research with a grade of B or higher
- Complete LIN 498 Thesis with a grade of A

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional

level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education.

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

BA in Linguistics - Speech and Language Science Concentration

Description

The Speech and Language Science Concentration is designed for students who wish to pursue a career in speech-language pathology, audiology, or related disciplines. The concentration provides students with the background needed to enter graduate programs in speech-language pathology, such as the one at the University of Maine, or others elsewhere in the Northeast or across the U.S. This curriculum also has been useful as a springboard for applications to graduate school for students who have already completed a B.A. in another field, who combine this curriculum with a major in another discipline, or who simply augment their earlier training with a few courses prior to applying for graduate school.

Program Requirements

Required Coursework

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 201 Language Acquisition
LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism
LIN 212 Speech Science
LIN 213 Introduction to Audiology
LIN 310 Signs of Language in the Brain
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax
LIN 316 Language Variation
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
LIN 490 Introduction to Language Research

One three-credit 400-level LIN course (excluding courses focused on interpreting and excluding LIN 498 Thesis)

Four semesters of language study (number of credits varies depending on courses)

Total number of credits: 51 credits minimum (number of credits varies depending on choice of language courses)

Note on Language Component

Students pursuing the Speech and Language Science Concentration must complete four semesters of a language or languages other than their native language. Students may choose to take four semesters of the same language or to divide the four courses among two or more different languages. Language courses may be waived on a case-by-case basis for students who demonstrate the equivalent degree of competency in a language or languages. In such cases, students replace the language course credits with other linguistics courses (or possibly with linguistics-related courses in other areas). Substitutions are made in consultation with the student's advisor.

Note on grade requirement for LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Students must receive a grade of B or higher in LIN 185 before enrolling in certain upper-level LIN courses, including LIN 312 and LIN 313. LIN 185 may be repeated at most one time. Students for whom American Sign Language is their first language may consult with the department about alternative pathways for satisfying this requirement.

Honors for Speech and Language Concentration

Linguistics majors who do outstanding work in the major can graduate with honors in linguistics. Requirements for Honors for students majoring in the Speech and Language Science Concentration are the following:

- Achieve a GPA of at least 3.7 in LIN courses.
- Earn a grade of B or higher in all language courses that count toward the major.
- Submit a portfolio of linguistic activities approved by the Department. The portfolio documents linguistic activities outside of required coursework. Examples of such activities include independent study and research internship courses, tutoring, and attendance at linguistics

conferences. Students who plan to submit a portfolio should discuss the details with their advisor.
- Complete LIN 498 Thesis with a grade of A.

Notes on Core Curriculum Requirements

In addition to completing a major, students must satisfy USM's Core Curriculum requirements and earn a total of at least 120 credits to graduate. The following information outlines core requirements that overlap with the major in Linguistics with a Concentration in Speech and Language Science or core courses recommended for students majoring in this concentration.

Quantitative Reasoning: Students should fulfill this requirement by taking a statistics course (MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology). One of the LIN requirements, LIN 490 Introduction to Language Research, has a statistics course as a prerequisite.

Cultural Interpretation: All 101, 102, 201, and 202 language courses fulfill this requirement; therefore, the language requirement for the major also fulfills this core requirement.

Socio-Cultural Analysis: LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement.

Science Exploration: The department recommends that this requirement be fulfilled with a biology course, because biology is a prerequisite for many graduate programs in speech/language pathology and audiology. Note that LIN 185 Language, Mind, and Society: An Introduction to Linguistics meets this requirement if LIN 186 (the one-credit lab associated with LIN 185) is taken as well.

Diversity: LIN 185 Language, Mind, and Society: An Introduction to Linguistics also meets this requirement.

Capstone: LIN 490 Introduction to Language Research is a capstone course.

Several linguistics or language courses that are not required for the major fulfill core requirements:

International: LIN 112 The Birth of a Language, FRE 202 Intermediate French II, GER 202 Intermediate German II, ITA 202 Intermediate Italian II, SPA 202 Intermediate Spanish II

Ethical Inquiry, Social Responsibility, and Citizenship: LIN 410 Ethical Decision Making in ASL/English Interpreting (Note: Students who have not taken ASL or interpreting courses can request permission from the Department to take this course, if they demonstrate experience in an area involving ethical reasoning.)

Engaged Learning: ASL 201 Intermediate American Sign Language I, ASL 202 Intermediate American Sign Language II, ASL 401 Advanced American Sign Language I, ASL 402 Advanced American Sign Language II, LIN 394 Teaching Internship, LIN 395 Research Internship, LIN 398 Independent Study, LIN 498 Thesis

Notes on Requirements for Graduate Programs

Graduate programs in speech/language pathology and audiology have undergraduate prerequisites. Not having the prerequisites does not prevent a student from being admitted to a program, nor does having the prerequisites ensure admittance. Generally, a student starting a graduate program without prerequisites needs to do undergraduate course work at the beginning of the graduate program. Due to the extra expense and time this course work takes, it is best to incorporate as many prerequisites as possible into the undergraduate curriculum. Each graduate program has its own set of prerequisites. The department recommends that students investigate these prerequisites for graduate programs in which they are interested.

The Speech and Language Science Concentration includes the following requirements that are often prerequisites for graduate programs: LIN 201 Language Acquisition, LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism, LIN 212 Speech Science, LIN 213 Introduction to Audiology, LIN 310 Signs of Language in the Brain, LIN 311 Phonetics.

Many graduate programs require a biology course, as noted above. Some also require physics. The department recommends that students take both biology and physics. The Science Exploration course for the Core Curriculum needs to include a lab, but graduate programs do not require a lab. Students could therefore take one science course with a lab and the other course without a lab.

Many graduate programs require a statistics course, which is also a prerequisite for LIN 490 Introduction to Language Research and meets the Quantitative Reasoning requirement, as noted above.

Many graduate programs require a psychology course.

Many graduate programs require 25 hours of observation in a clinic observing a Speech Language Pathologist. Students can complete these hours on their own or as part of a one- to three-credit independent study (LIN 398).

Recommended Course Sequence

Suggested four-year plan for Linguistics Majors, Speech and Language Science Concentration

There are many possible paths through the major. The listings below are suggestions that may or may not be appropriate for individual students. Courses do not have to be taken in the order shown here so long as prerequisites for each course are met before it is taken.

See the course list for course prerequisites. Note especially that students must earn a grade of B or higher in LIN 185 Language, Mind, and Society: An Introduction to Linguistics before enrolling in LIN 312 or LIN 313, and that LIN 185 may be repeated at most one time.

Note that many suggested semester schedules listed here do not make up a full course load. These semesters would need to include core courses, electives, a minor, or possibly a second major.

(Courses in italics are required by many graduate schools, but not for the major)

Fall 1:
Language 1

Spring 1:
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
MAT 120 Introduction to Statistics or PSY 201 Statistics in Psychology
PSY 100 Introduction to Psychology
Language 2

Fall 2:
LIN 313 Syntax
Language 3

Spring 2:
LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism
LIN 212 Speech Science
LIN 311 Phonetics
Language 4

Fall 3:
LIN 201 Language Acquisition
LIN 213 Introduction to Audiology
LIN 312 Phonology and Morphology
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism

Spring 3:
LIN 310 Signs of Language in the Brain
LIN 316 Language Variation
LIN 4XX
Biology

Fall 4:
Physics

Spring 4:
LIN 490 Introduction to Language Research
LIN 498 (if doing Honors)

Minor in Deaf Studies

Description

The Deaf Studies minor offers training in American Sign Language and knowledge of the American Deaf Community. These skills can enhance a

student's undergraduate education and may be applied to various settings such as education, human services, social work, health care, and counseling. The Deaf Studies minor also provides specific ASL skills necessary to apply to graduate programs such as Deaf Education, ASL linguistics, and rehabilitation counseling.

Program Requirements

Minimum number of credits required for the minor: 22

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

ASL 201 Intermediate American Sign Language I
ASL 202 Intermediate American Sign Language II
ASL 305 Practical American Sign Language I or ASL 401 Advanced American Sign Language I
ASL 306 Practical American Sign Language II or ASL 402 Advanced American Sign Language II
LIN 203 Introduction to the Deaf World

One of the following courses:
ASL 415 ASL Literature in ASL
ASL 416 ASL Linguistics in ASL
ASL 417 Deaf Art, Film, and Theatre in ASL
LIN 105 Contrastive Analysis: ASL and English
LIN 310 Signs of Language in the Brain
LIN 395 Research Internship

Note: Students majoring in Linguistics with a Concentration in ASL Linguistics may complete the Deaf Studies minor, but requirements for the minor differ to avoid too much overlap with the major. In addition to the five courses listed under “Required Coursework” above, students need to take nine credits from among the following courses: ASL 415 or 417 (whichever one does not count toward the major), LIN 112, LIN 331, LIN 401, LIN 402, LIN 403, LIN 404.

Minor in French Language

Description

The minor in French Language is intended for students who are interested in the French language and its linguistic structure.

Program Requirements

Total number of credits required for the minor: 22

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

FRE 201 Intermediate French I
FRE 202 Intermediate French II
FRE 300 Building Fluency in French
FRE 301 Practical French I
FRE 302 Practical French II
LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Note: Students majoring in Linguistics with a Concentration in French Linguistics may not complete the French Language minor.

Minor in German Language

Description

The minor in German Language is intended for students who are interested in the German language and its linguistic structure.

Program Requirements

Total number of credits required for the minor: 21

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

GER 102 Beginning German II
GER 201 Intermediate German I
GER 202 Intermediate German II
LIN 185 Language, Mind, and Society: Introduction to Linguistics

Two of the following courses:
GER 300 Building Fluency in German (may be taken twice for credit)
LIN 311 Phonetics
LIN 312 Phonology and Morphology

Elective requirements also can be met by other German-related courses and by courses taken as part of a study abroad program in a German-speaking country. Students interested in these options should discuss them with their advisor.

Note: Students majoring in general Linguistics or in Linguistics with a concentration in Speech and Language Science may complete the German Language minor, but need to complete at least three courses in the minor that do not overlap with requirements for the major.

Minor in Linguistics

Description

Language plays a crucial role in almost every aspect of human life; it is fundamental to commerce, government, education, science, technology, the arts, and the mass media. The field of linguistics is devoted to the study of language, its nature, its uses, and its limitations. Because of its wide relevance, undergraduate study in linguistics can be a springboard to careers in many areas, from education to computer science.

Program Requirements

Minimum number of credits required for the minor: 18

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
One three-credit LIN course at any level (excluding courses focused on interpreting) or ASL 416 ASL Linguistics in ASL
One 400-level three-credit LIN course (excluding courses focused on interpreting)

Three of the following courses:
LIN 310 Signs of Language in the Brain
LIN 311 Phonetics
LIN 312 Phonology and Morphology
LIN 313 Syntax

LIN 316 Language Variation
LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism

Note: Students majoring in Linguistics or in Linguistics with concentrations in Speech and Language Science, French Linguistics, or Spanish Linguistics may not complete the Linguistics Minor. Students majoring in Linguistics with concentrations in ASL Linguistics or in ASL/English Interpreting may complete the Linguistics minor, but need to complete at least three courses in the minor that do not overlap with requirements for the major.

Minor in Spanish Language

Description

The minor in Spanish Language is intended for students who are interested in the Spanish language and its linguistic structure.

Program Requirements

Total number of credits required for the minor: 22

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

SPA 201 Intermediate Spanish I
SPA 202 Intermediate Spanish II
SPA 300 Building Fluency in Spanish
SPA 301 Practical Spanish I
SPA 302 Practical Spanish II
LIN 185 Language, Mind, and Society: An Introduction to Linguistics

Note: Students majoring in Linguistics with a Concentration in Spanish Linguistics may not complete the Spanish Language minor.

Minor in Wabanaki Languages

Description

The minor in Wabanaki Languages is intended for students who are interested in Wabanaki languages, their linguistic structure, and their revitalization.

Program Requirements

Total number of credits required for the minor: 22

Required Coursework

Note: Some of these courses have prerequisites; see course descriptions.

Four Wabanaki language courses at any level
Examples:
LAN 101, 102, 201, 202 in Passamaquoddy/Wolastoqey
or
LAN 101, 102 in Passamaquoddy/Wolastoqey and LAN 101, 102 in Abenaki

or
LAN 101, 102, 201 in Passamaquoddy/Wolastoqey and LAN 101 in Abenaki

Choose two of the following:
Additional Wabanaki language courses (one or two courses)
LIN 185 Language, Mind, and Society: An Introduction to Linguistics
LIN 311 Phonetics
LIN 312 Phonology and Morphology

Elective requirements can be met by other Wabanaki-related courses. Students should discuss this option with their advisor.

Note: Students majoring in general Linguistics or in Linguistics with a concentration in Speech and Language Science may complete the Wabanaki Languages minor, but need to complete at least three courses in the minor that do not overlap with requirements for the major.

Linguistics Course Descriptions

- **Linguistics Courses**
- Language Courses
  - American Sign Language (ASL)
  - Arabic
  - Chinese
  - French
  - German
  - Italian
  - Latin
  - Spanish
  - Other

Linguistics Courses

LIN 105 Contrastive Analysis: ASL and English
This course examines the major linguistic features of ASL and English. Students will gain an understanding of the basic similarities and differences in morphology, phonology, syntax, semantics and pragmatics, as well as the values, beliefs, and norms of the Deaf and non-Deaf communities. Some knowledge of ASL is recommended, but not required. Offered fall. Cr 3.

LIN 112 The Birth of a Language
The goal of this course is to explore the many factors that impact the use, development, and emergence of language by focusing on one unique case of language emergence in Nicaragua and the social and political context in which it arose. The emergence of Nicaraguan Sign Language is the first case in which any language, spoken or signed, has been documented in the process of its emergence. Students will engage in critical thinking and exploration of controversial debates concerning the nature of language as a human trait, the evolution/emergence of language in the human species, and the historical factors that converge to set the stage for the emergence of a language. The course is highly interdisciplinary, relating the linguistic concepts to history, psychology, political science, philosophy (particularly ethics), neuroscience, Latin American Studies, and Spanish. No prior knowledge of a signed language is required. Offered once a year, semester varies. Cr 3.

LIN 185 Language, Mind, and Society: An Introduction to Linguistics
This course approaches language as a biological and psychological phenomenon central to an adequate understanding of human nature. It provides an overview of phonetics, phonology, morphology, syntax, and semantics. It deals with linguistic questions concerning language variation, as well as questions about how the human mind and brain both provide for and constrain linguistic ability. The course also addresses questions about how language develops in children, how it deteriorates under the influence of disease and injury, how it evolved in the history of the species, and how it fundamentally shapes modern life. The course does not assume any background in linguistics or language study. Linguistics majors may repeat this course at most one time. In order for this course to satisfy the Science Exploration requirement, students must also take the corresponding laboratory course, LIN 186. Offered fall, spring, and summer. Cr 3.

LIN 186 Introduction to Linguistics: Lab

Laboratory studies to complement and illustrate the concepts presented in LIN 185. Prerequisite: Prior or concurrent registration in LIN 185. Offered fall, spring, and summer. Cr 1.

LIN 201 Language Acquisition
An introductory overview of the phenomena of language and communication development. The course covers the acquisition of phonology, morphology, syntax, and the lexicon, as well as the development of communicative competence. Each of these areas will be discussed with respect to production, comprehension, and knowledge. Prerequisite: LIN 185. Offered every two years in fall. Cr 3.

LIN 203 Introduction to the Deaf World
A Deaf instructor presents the culture and history of Deaf communities from a national and international perspective. Deaf communities are examined as cultural and linguistic minorities, with all the tensions and conflicts that arise within such minority groups and with the stresses that arise when outsiders interact with such minority groups. Some exposure to ASL is recommended, but not required. Offered fall. Cr 3.

LIN 211 Anatomy and Physiology of the Speech and Hearing Mechanism
The basic principles of the structure and function of the neuromuscular mechanism necessary for spoken language will be presented. These include six major topics: respiration, phonation, articulation, resonance, the nervous system, and the auditory system. Mastering these fundamentals will enable students to better understand normal and pathological processes involved in the production and reception of speech. Offered every two years in spring. Cr 3.

LIN 212 Speech Science
This course covers the acoustical, articulatory, perceptual, and physiological aspects of speech. It considers the acoustic contributions of the movements and postures of various articulators. It will also examine the neurophysiology of speech, including timing, control, and interactions among articulators. Offered every two years in spring. Cr 3.

LIN 213 Introduction to Audiology
This course introduces the anatomy, physiology, and function of the auditory system, focusing on those central auditory nervous system functions, including cognitive functions, that are most relevant to audiologists and speech/language pathologists. This course provides a foundation for understanding aural rehabilitation and diagnosis of auditory pathology, as well as a practical introduction to the measurement and assessment of auditory function. Offered every two years in fall. Cr 3.

LIN 236 Not Yet Ready for Prime Time Interpreter
This course is designed to provide a safe and systematic way for students in the ASL/English Interpreting Concentration to gain experience in the actual practice of interpreting. Students will practice interpreting at community events as members of a team that will include trained consumers acting in a mentorship role. This course is taken as pass/fail and may be repeated for credit. Prerequisites: LIN 331 and permission of instructor. Offered fall and spring. Cr 1.

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

LIN 311 Phonetics
An introduction to speech sounds, including the elements of articulatory and acoustic phonetics and of speech perception. The course covers the phonetics of English varieties, as well as sounds of the world's languages. Prerequisite: LIN 185. Offered spring. Cr 3.

LIN 312 Phonology and Morphology
An introduction to phonological and morphological theory. Topics include phonological rules, features, prosodic structure, and derivational and inflectional morphology. Prerequisites: grade of B or higher in LIN 185, and LIN 311. Offered fall. Cr 3.

LIN 313 Syntax
An introduction to syntactic theory. The course takes a generative approach to the analysis of a variety of structures, including constituent structure, anaphoric relationships, and wh-movement, and considers the principles that underlie them. Prerequisite: grade of B or higher in LIN 185. Offered fall. Cr 3.

LIN 316 Language Variation
The topic of this course is linguistic typology, in which the languages of the world are classified in terms of the grammatical features that they have in common. This course will focus primarily on morphological and syntactic typology, surveying the types of patterns that are found across the languages of the world. Each student will focus on a particular language or language family for their assignments. Prerequisites: LIN 312 and LIN 313. Offered spring. Cr 3.

LIN 317 Two Languages, One Mind: Introduction to Second Language Acquisition and Bilingualism
This is a survey course that acquaints students with the phenomenon of bilingualism by studying second language acquisition (SLA) and heritage language acquisition. This course is designed for students with little to no background in bilingualism but presents opportunities for students of all levels to develop their skills as linguists. Prerequisite: LIN 185. Offered fall. Cr 3.

LIN 331 ASL/English Interpreting
This course offers the beginning interpreting student an introduction to the field of interpreting, its code of ethics, and several models and approaches to the interpreting process. Students will become familiar with the complex processing required to provide a nuanced interpretation through learning a form of text analysis called discourse mapping. Prerequisites: grade of B or higher in ASL 202 or equivalent; or grade of B or higher in ASL 201 or equivalent and ASL 202 concurrently; or permission of instructor. Offered spring. Cr 3.

LIN 332 Consecutive Interpreting and Deaf/Hearing Interpreter Teams
This course covers the mechanics of the consecutive interpreting process, as well as hands-on training in the consecutive method for both Deaf and hearing interpreters. Emphasis is placed upon teaming, particularly teaming of Deaf and hearing interpreters. Consecutive interpreting will be taught in the context of a variety of typical interpreting situations as well as situations involving special populations. Demand-Control Schema is introduced and explored as a means of process management. May be repeated once for credit with permission of instructor. Prerequisites: LIN 331 and rating of 2 or higher on the ASLA or ASLPI. Offered fall. Cr 3.

LIN 333 Interpreting: Source Language ASL
Students focus on interpreting from ASL into English with emphasis on word choice, register, and affect. The interpreting process is dissected, examined with emphasis on the Integrated Model of Interpreting (IMI), and practiced. May be repeated once for credit with permission of instructor. Prerequisites: LIN 331 and rating of 2 or higher on the ASLA or ASLPI. Offered fall. Cr 3.

LIN 334 Interpreting: Source Language English
Interpreting students study both formal translation and interpretation from English into ASL. Emphasis is placed upon appropriate sign choice, register, and affect. The interpreting process is dissected, examined, and practiced. May be repeated once for credit with permission of instructor. Prerequisites: LIN 331 and rating of 2 or higher on the ASLA or ASLPI. Offered fall. Cr 3.

LIN 336 Observational Internship
Interpreting students will be supervised in a 60-hour internship where they observe working interpreters or specialized settings (legal, medical, educational, etc.) and journal their observations. They will analyze these observations using Demand-Control Schema and will present at least one formal case presentation during the semester. May be repeated once for credit. Prerequisite: LIN 331. Offered fall and spring. Cr 3.

LIN 394 Teaching Internship
Students will work closely with a faculty member on a course. They will be involved in all aspects of the course that do not involve grading, including class preparation and tutoring. Students should contact the Department chair for details. This course is taken pass/fail and may be repeated once for credit. Prerequisite: permission of instructor. Offered fall and spring. Cr 3.

LIN 395 Research Internship
Students will work closely with a faculty member on a research project. They will be involved in experimental design, data collection, data entry, and data analysis, and will attend regularly scheduled lab meetings. Enrollment in LIN 395 will depend on needs determined by current research projects. Selection is made by the faculty. Students should contact the Department chair for details. May be repeated once for credit. Prerequisite: permission of instructor. Offered fall and spring. Cr 3.

LIN 398 Independent Study
In preparation for this course, the student selects a topic in linguistics that is substantially different from that of any regular course and finds an instructor to serve as faculty mentor. May be repeated for credit. Prerequisite: permission of instructor. Offered fall and spring. Cr var.

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

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

LIN 403 Foundations of Interpreting III
The third module of the *Foundations of Interpreting Series* continues the development of the *Integrated Model of Interpreting* (IMI). Consecutive interpreting will be used for practice activities with a gradual reduction of processing time. Source texts in ASL are monologues, covering a variety of non-technical subjects. Focus is placed upon decision-making regarding the interpretation of formal and consultative register. Students collaborate to perform discourse analysis on source texts as well as to construct equivalent target messages. Prerequisite: LIN 401, LIN 402

recommended. Offered fall and spring. Cr 1.

LIN 404 Foundations of Interpreting IV
The fourth module of the *Foundations of Interpreting Series* continues the development of the *Integrated Model of Interpreting* (IMI). Consecutive interpreting will be used for practice activities with a gradual reduction of processing time. Source texts in English are monologues, covering a variety of non-technical subjects. Focus is placed upon decision-making regarding the interpretation of formal and consultative register. Students collaborate to perform discourse analysis on source texts as well as to construct equivalent target messages. Prerequisite: LIN 402, LIN 403 recommended. Offered fall and spring. Cr 1.

LIN 409 Educational Interpreting
This course is designed for interpreting students and working interpreters, and it focuses upon skills training in K-12 settings, with some attention to university-level interpreting. Topics address appropriate classroom configurations, teacher/interpreter interaction, role/responsibilities of the educational interpreter, and the code of ethics. Working educational interpreters are offered the option of a diagnostic session where classroom skills are directly observed and evaluated with specific and individualized constructive feedback. Prerequisite: LIN 331 or Maine interpreter license. Offered irregularly, depending on demand. Cr 3.

LIN 410 Ethical Decision Making in ASL/English Interpreting
This course explores critical thinking skills regarding ethical decision making using a number of approaches within the set of models that explore "right versus right" dilemmas. Students learn to identify ethical issues, gather information, identify principles that may inform decisions, generate lists of possible decisions and examine them in terms of consequences, determine best alternatives based upon reflection and reason, make choices that direct action, and evaluate the outcomes of the actions they take. Working as a community of inquiry and practice, members of the class engage in dialogue with others examining ethical dilemmas, learning to appreciate the viewpoints of others, and broadening their perspectives. Among a variety of principles that influence ethical decision making, students examine the RID-NAD Code of Professional Conduct. They compare it with similar documents within the field of interpreting as well as codes from other fields. Prerequisites: LIN 332, LIN 333, or LIN 334; or permission of instructor (for students without ASL or interpreting background who can demonstrate experience in other areas involving ethical decision making). Offered spring. Cr 3.

LIN 413 Supervised Mentoring
Interpreting students apprentice with a program-approved mentor and submit a weekly journal entry, attend a series of skills improvement workshops, and/or engage in laboratory-based research to complete 90 contact hours of interpreting-related skills improvement activities. Students attend a biweekly meeting with interpreters to address current issues and difficult situations encountered. Special arrangements will be made for mentoring partnerships at remote sites. Prerequisites: LIN 333 and LIN 334, and permission of instructor. Offered spring. Cr 3.

LIN 423 Seminar in Syntax
This course considers a topic in syntax from a variety of perspectives: crosslinguistic variation, signed and spoken languages, language evolution, first and second language acquisition, and language processing. The course will be team-taught by faculty members with different areas of expertise. Prerequisite: LIN 313. May be repeated one time for credit if the topic is different. Offered spring. Cr 3.

LIN 425 Special Topics in ASL/English Interpreting
This seminar centers around a single topic, for example, legal interpreting, interpreting for special populations (deaf-blind, oral, cued-speech, minimal language skills assessment and interpreting), ethical issues, medical and mental health interpreting, interpreter assessment, and interpreting the 12 steps. The course will be offered in response to student interest in a given topic and may be repeated as topics vary. Prerequisite: permission of instructor. Offered irregularly, depending on demand. Cr var.

LIN 426 Special Topics in Theoretical Linguistics
This seminar focuses on one area of theoretical linguistics, e.g. phonology, morphology, syntax, or semantics. It will offer a more in-depth and advanced discussion than is presented in the 300-level courses on these topics. The course will be offered in response to student interest in a given topic. May be repeated for credit as topics vary. Prerequisite: permission of instructor. Offered irregularly, depending on demand. Cr 3.

LIN 431 Medical Interpreting I: The Essential Piece
This is the first in a series of three courses for medical interpreters that qualifies students to stand for written credentialing exams within the field (including the IMIA Medical Interpreting Written Test). This course focuses upon knowledge about the field of medical interpreting including body systems, ethical issues, laws related to medical interpreting, health disparities, precautions, the components of taking a medical history, and identification of situations when medical interpreting takes on legal ramifications. Prerequisites: ASL 202; LIN 331 recommended. Offered irregularly, depending on demand. Cr 3.

LIN 432 Medical Interpreting II: Interpreting Medical Terminology and Body Systems
This is the second in a series of three courses for medical interpreters. This course focuses upon medical terminology and body systems. Students study medical terminology in English (Greek and Latin forms, word breakdown, etc.) as well as the process of interpreting this information into their languages of interpretation. The instructor for this course is both a medical interpreter and language coach for American Sign Language. Interpreters of other languages will be assigned a language coach in their language areas. Prerequisites: score of 2 or higher on ASLA, ASLPI (for ASL) or ACTFL (for other languages) interview, LIN 331; LIN 431 recommended. Offered irregularly, depending on demand. Cr 3.

LIN 433 Medical Interpreting III: Hands-on Observation and Experience in Medical Contexts
The course is a hands-on experience with role play, simulation labs, interviews with medical interpreters and medical personnel, and job shadowing to be held on-site at a variety of simulation labs and medical settings. Students will include both medical students and medical interpreters, and they will be expected to develop understanding of interpreted encounters as peer professionals. Prerequisites for interpreting students: LIN 431, LIN 432, Maine Licensure, CCHI certification or evidence of passing the IMIA written test, score of 3 or higher on the ASLA, ASLPI, or ACTFL interview. Certified interpreters working in the medical field can enroll with permission of instructor. Medical students and nursing students should be at or above the level of rotations or internship. Offered irregularly, depending on demand. Cr 3.

LIN 434 Pre-practicum
This course prepares students for LIN 435 Advanced Interpreting and Practicum I by focusing to fulfill prerequisites for entry into Practicum I: Completion of a portfolio of competencies in ASL and English, fingerprinting, ASLA/ASLPI testing, and national interpreting knowledge tests (NIC Written, CDI Written, optionally EIPA Written). Polishing ASL language skills is customized to each student but also puts particular attention on articulation, facial grammar, classifier use, and appropriate semantic word choice. Interpreter preparation focuses on consecutive, simultaneous, and team interpreting, as well as talking about the work and journaling. Prerequisites: LIN 332 or LIN 333 or LIN 334, and score of 2 or higher on the ASLA or ASLPI, or permission of instructor. May be repeated one time for credit. Offered spring. Cr 6.

LIN 435 Advanced Interpreting and Practicum I
This capstone course requires completion of the student's professional interpreting portfolio and a 120-hour practicum supervised by certified interpreters. Students will demonstrate competence interpreting a range of dialects and registers of ASL and English produced by both children and adults and will journal their assignments with a focus upon Demand-Control Schema, analysis of the interpreting process, and ethical considerations. Students may take this course for up to 12 credits. Each credit beyond six adds 15 hours of practicum. Prerequisites: LIN 332, LIN 333, LIN 334, LIN 410 (or concurrent), passing grade on the NIC Knowledge Exam, score of 3 or better on the ASLA or ASLPI, and permission of instructor. Offered spring. Cr 6-12.

LIN 436 Practicum II
This course is a second 120-hour practicum supervised by certified interpreters at a more advanced level. Students in Practicum II are more likely to be placed in agency environments and as apprentices in specialized settings. Over the course of the practicum, students are expected to demonstrate increasing evidence of work-readiness. While they may eventually accept assignments for pay as deemed appropriate by their supervisors, they may not count paid hours toward practicum. All assignments will be journaled with a focus upon Demand-Control Schema, analysis of the interpreting process, and ethical considerations. Students may take this course for up to 12 credits. Each credit beyond six adds 15 hours of practicum. Prerequisite: LIN 435. Offered spring. Cr 6-12.

LIN 490 Introduction to Language Research
An introduction to basic aspects of the experimental study of human linguistic abilities. This will include coverage of the identification of viable research questions, literature reviews, special considerations for materials preparation for language experiments, research design, sampling, control of artifacts, data handling, analysis, some special statistical considerations, and reporting conventions. Students will also be introduced to various computer resources relevant to these matters. Prerequisites: LIN 313 and two other LIN courses in the 310-317 range (one of which may be taken concurrently), or permission of instructor; MAT 120 or PSY 201 or equivalent. Offered spring. Cr 3.

LIN 498 Thesis
The topic for the thesis must be selected in consultation with the student's advisor and approved by the linguistics faculty. Students will meet regularly with their advisor as they work on the project. The final product will include a finished thesis that is approved by the linguistics faculty, as well as a public presentation. The thesis ideally should be completed by the end of the fall semester of the student's senior year. Prerequisite: permission of instructor. Offered fall and spring. Cr 3.

Language Courses

- American Sign Language (ASL)
- Arabic
- Chinese
- French
- German
- Italian
- Latin
- Spanish
- Other

American Sign Language (ASL) Courses

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

interaction requirement of four hours over the semester. Offered fall and spring. Cr 4.

ASL 102 Beginning American Sign Language II
This is the second beginning course in American Sign Language (ASL). This course has a community interaction requirement of nine hours over the semester. Prerequisite: ASL 101 or departmental permission. Offered spring. Cr 4.

ASL 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

ASL 201 Intermediate American Sign Language I
This is the third in a four-course sequence in American Sign Language (ASL). The course includes extensive work on receptive and expressive use of ASL. It emphasizes the grammatical structure of ASL, particularly its morphology, syntax, and semantics. In addition to class sessions, students will work with media from external resources. This course has a community interaction requirement of 14 hours over the semester. Prerequisite: ASL 102 or departmental permission. Offered fall. Cr 4.

ASL 202 Intermediate American Sign Language II
Continuation of ASL 201. This course has a community interaction requirement of 19 hours over the semester. Toward the end of the course, students will take the ASLA, an external assessment of ASL skills. Prerequisite: ASL 201 or departmental permission. Offered spring. Cr 4.

ASL 305 Practical American Sign Language I
This course focuses on use of American Sign Language (ASL) at an advanced level with a focus on the use of ASL in conversational settings not only with an ASL instructor but also with a variety of community members fluent in ASL in class and in community settings. In addition, ASL grammar and discourse skills will be honed. Prerequisite: ASL 202 or permission of instructor. Offered fall. Cr 4.

ASL 306 Practical American Sign Language II
This course is a continuation of ASL 305 with a focus on the use of ASL in conversational settings not only with an ASL instructor but also with a variety of community members fluent in ASL in class and in community settings, and over 2 dimensional electronic platforms like Skype and Videophone on laptops and smart phones (e.g., Glide, Marco Polo). In addition, ASL grammar and discourse skills will be further honed in the context of interview and conversational venues. Prerequisite: ASL 305 or permission of instructor. Offered spring. Cr 4.

ASL 401 Advanced American Sign Language I

This is the fifth in a sequence of courses in American Sign Language. This course focuses on advanced expressive skills, including explaining, rephrasing, demonstrating, and persuading. Grammatical principles and functions will be emphasized. Aspects of grammar that will be expanded include classifiers, conditional sentences, rhetorical questions, and relative clauses. Appropriate cultural behaviors and conversational regulators in ASL will continue to be an important part of class. This course has a community interaction requirement of 24 hours over the semester. Prerequisites: grade of B or higher in ASL 202 or ASL 306, or equivalent, and score of 2 or higher on the ASLA or ASLPI. Offered fall. Cr 4.

ASL 402 Advanced American Sign Language II
Continuation of ASL 401. This course has a community interaction requirement of 29 hours over the semester. Prerequisites: grade of C or higher in ASL 401, and score of 2 or higher on the ASLA or ASLPI, or departmental permission. Offered spring. Cr 4.

ASL 415 ASL Literature in ASL
This course, conducted in ASL, introduces Deaf and hearing students to American Sign Language literature, including introductions and face-to-face narratives, as well as literary genres such as the ASL epic poem, stream of consciousness poetry, allegory, and historical fiction. Structural characteristics of the ASL platform narrative and the written English essay are compared and contrasted. Emphasis is on the production and comprehension of academic ASL. Prerequisites: ASL 401 and LIN 203 (or concurrent), score of 2 or higher on the ASLA or ASLPI, or permission of instructor. Offered every two years in fall. Cr 3.

ASL 416 ASL Linguistics in ASL
This course focuses on advanced aspects of ASL grammar including complex co-reference, the scope of non-manual grammatical markers, quantification, complex classifier choice, verbs of motion and location, and complex aspectual marking and agreement. Students receive diagnostic feedback throughout the course and are given specific remedial studies to pursue independently. Emphasis is on the production and comprehension of academic ASL. Prerequisites: ASL 401, score of 2 or higher on the ASLA or ASLPI, LIN 105, LIN 185; or permission of instructor for students with native-level competency in ASL. Offered every spring. Cr 3.

ASL 417 Deaf Art, Film, and Theatre in ASL
This course will examine Deaf culture as expressed in art, film, and theatre. Selections of Deaf art, film, and theatre from the 1900s to the present based on the Deaf experience will be discussed in the context of social and cultural history. The course will be taught in ASL. Emphasis is on the production and comprehension of academic ASL. Prerequisites: ASL 401 and LIN 203 (or concurrent), score of 2 or higher on the ASLA or ASLPI, or permission of instructor. Offered every two years in fall. Cr 3.

Arabic Courses

ARA 101 Beginning Arabic I
This beginning course in Arabic stresses the acquisition of cultural information and introduces students to the four skills of language learning: listening, reading, speaking, and writing. Offered fall. Cr 4.

ARA 102 Beginning Arabic II
Continuation of ARA 101. Prerequisite: ARA 101 or equivalent. Offered spring. Cr 4.

ARA 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

ARA 201 Intermediate Arabic I
Review of grammatical structures with further development of listening comprehension, reading, speaking, and writing skills. The emphasis will be on understanding cultures and contemporary life of Arabic-speaking countries through reading and discussion. Prerequisite: ARA 102 or equivalent. Offered fall. Cr 4.

ARA 202 Intermediate Arabic II
Continuation of ARA 201. Prerequisite: ARA 201 or equivalent. Offered spring. Cr 4.

Chinese Courses

CHI 101 Beginning Chinese I
This is a beginning level Chinese language course. The course will cover listening comprehension, reading, speaking, and writing skills. Offered fall. Cr 4.

CHI 102 Beginning Chinese II
A continuation of CHI 101. The course will develop the student's listening comprehension, reading, speaking, and writing skills. Prerequisite: CHI 101 or equivalent. Offered spring. Cr 4.

CHI 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

CHI 201 Intermediate Chinese I
Review of grammatical structures with further development of listening comprehension, reading, speaking, and writing skills. The emphasis will be on understanding cultures and contemporary life of Chinese-speaking countries through reading and discussion. Prerequisite: CHI 102 or permission of instructor. Offered fall. Cr 4.

CHI 202 Intermediate Chinese II
Continuation of CHI 201. Prerequisite: CHI 201 or permission of instructor. Offered spring. Cr 4.

French Courses

FRE 101 Beginning French I
This beginning course in French stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, reading, speaking, and writing. Offered fall. Cr 4.

FRE 102 Beginning French II
Continuation of FRE 101. Prerequisite: FRE 101 or equivalent. Offered spring. Cr 4.

FRE 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are

welcome. This course is taken as pass/fail and may be repeated for credit.Cr 0.5.

FRE 201 Intermediate French I
Review of grammatical structures with further development of listening comprehension, reading, speaking, and writing skills. The emphasis will be on understanding cultures and contemporary life of French-speaking countries through reading and discussion. Prerequisite: FRE 102 or equivalent. Offered fall. Cr 4.

FRE 202 Intermediate French II
Continuation of FRE 201. Prerequisite: FRE 201 or equivalent. Offered spring. Cr 4.

FRE 300 Building Fluency in French
This course is a bridge between basic language proficiency and more advanced levels. Although other skills may be practiced, the emphasis is on listening and speaking, and students will use reading and other strategies to build fluency. Prerequisite: FRE 202 or equivalent. May be repeated once for credit. Offered spring. Cr 3.

FRE 301 Practical French I
Students will practice effective listening, reading, speaking, and writing skills in French using a communicative approach. Students who have successfully completed the course will demonstrate emergent communication and critical thinking in the target language. Taught in French. Prerequisite: FRE 202 or equivalent. Offered fall. Cr 4.

FRE 302 Practical French II
This course is a continuation of FRE 301. Students will practice effective listening, reading, speaking, and writing skills in French using a communicative approach. Students who have successfully completed the course will demonstrate intermediate or advanced communication and critical thinking in the target language. Taught in French. Prerequisite: FRE 301 or equivalent. Offered spring. Cr 4.

FRE 416 The Linguistic Structure of French
This course focuses on where French fits into the typological classification of the world's languages. This course primarily covers morphological and syntactic typology, surveying the type of patterns that are found across languages of the world. Assignments will focus on the structure of French, with some comparison across French dialects and with other Romance languages. Prerequisites: FRE 301, LIN 312, LIN 313, and LIN 317. Offered spring. Cr 3.

German Courses

GER 101 Beginning German I
This beginning course in German stresses the acquisition of cultural information and introduces the student to the four skills of language learning: listening comprehension, reading, speaking, and writing. Offered fall. Cr 4.

GER 102 Beginning German II
Continuation of GER 101. Prerequisite: GER 101 or equivalent. Offered spring. Cr 4.

GER 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

GER 201 Intermediate German I
Review of grammar. Further development of listening comprehension, reading, and speaking skills. The emphasis will be on understanding German culture and contemporary life through reading and discussion of short stories, articles and essays. Prerequisite: GER 102 or equivalent. Offered fall. Cr 4.

GER 202 Intermediate German II
Continuation of GER 201. Prerequisite: GER 201 or equivalent. Offered spring. Cr 4.

GER 300 Building Fluency in German
This course is a bridge between basic language proficiency and more advanced levels. Although other skills may be practiced, the emphasis is on listening and speaking, and students will use reading and other strategies to build fluency. Prerequisite: GER 202 or equivalent. May be repeated once for credit. Offered spring. Cr 3.

Italian Courses

ITA 101 Beginning Italian I
A beginning course in Italian in the four skills of language learning: listening comprehension, reading, speaking, and writing. Offered fall. Cr 4.

ITA 102 Beginning Italian II
Continuation of ITA 101. Prerequisite: ITA 101 or equivalent. Offered spring. Cr 4.

ITA 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

ITA 201 Intermediate Italian I
Review of grammatical structures. Further development of listening comprehension, reading, speaking, and writing skills. The emphasis will be on understanding Italian culture and civilization through reading and discussion of literary and historical texts as well as frequent reference to contemporary customs and events. Prerequisite: ITA 102 or equivalent. Cr 4.

ITA 202 Intermediate Italian II
Continuation of ITA 201. Prerequisite: ITA 201 or equivalent. Cr 4.

Latin Courses

LAT 101 Beginning Latin I
Fundamentals of classical Latin. The emphasis will be on acquisition of reading knowledge. Cr 4.

LAT 102 Beginning Latin II
Continuation of LAT 101. Prerequisite: LAT 101 or equivalent. Cr 4.

LAT 201 Intermediate Latin I
Selected readings from masters of Latin prose and poetry. Prerequisite: LAT 102 or equivalent. Cr 4.

LAT 202 Intermediate Latin II
Continuation of LAT 201. Prerequisite: LAT 201 or equivalent. Cr 4.

Spanish Courses

SPA 101 Beginning Spanish I
A beginning course in Spanish in the four skills of language learning: listening comprehension, reading, speaking, and writing. In addition, audiovisual work is required. Offered fall. Cr 4.

SPA 102 Beginning Spanish II
Continuation of SPA 101. Prerequisite: SPA 101 or equivalent. Offered spring. Cr 4.

SPA 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

SPA 201 Intermediate Spanish I
Review of grammatical structures. Further development of listening comprehension, reading, speaking, and writing skills. The emphasis will be on understanding Hispanic culture and civilization through reading and discussion of literary and historical texts as well as frequent reference to contemporary customs and events. Prerequisite: SPA 102 or equivalent. Offered fall. Cr 4.

SPA 202 Intermediate Spanish II
Continuation of SPA 201. Prerequisite: SPA 201 or equivalent. Offered spring. Cr 4.

SPA 300 Building Fluency in Spanish
This course is a bridge between basic language proficiency and more advanced levels. Although other skills may be practiced, the emphasis is on listening and speaking, and students will use reading and other strategies to build fluency. Prerequisite: SPA 202 or equivalent. May be repeated once for credit. Offered spring. Cr 3.

SPA 301 Practical Spanish I
Students will practice effective listening, reading, speaking, and writing skills in Spanish using a communicative approach. Students who have successfully completed the course will demonstrate emergent communication and critical thinking in the target language. Taught in Spanish. Prerequisite: SPA 202 or equivalent. Offered fall. Cr 4.

SPA 302 Practical Spanish II
This course is a continuation of SPA 301. Students will practice effective listening, reading, speaking, and writing skills in Spanish using a communicative approach. Students who have successfully completed the course will demonstrate intermediate or advanced communication and critical thinking in the target language. Taught in Spanish. Prerequisite: SPA 301 or equivalent. Offered spring. Cr 4.

SPA 416 The Linguistic Structure of Spanish
This course focuses on where Spanish fits in in the typological classification of the world's languages. This course primarily covers morphological and syntactic typology, surveying the type of patterns that are found across languages of the world. Assignments will focus on the structure of Spanish, with some comparison across Spanish dialects and with other Romance languages. Prerequisites: SPA 301, LIN 312, LIN 313, and LIN 317. Offered spring. Cr 3.

Other Language Courses

LAN 101 Beginning Language I
A beginning course in a language. Emphasis is on skills of language learning. For modern languages, skills are comprehension and production. If a modern spoken language has a standardized writing system, comprehension includes both listening and reading, and production includes both speaking and writing. For ancient/classical languages, the emphasis is on reading. For all languages, students also learn about the culture of the language's users. May be repeated for credit for a different language. Cr 4.

LAN 102 Beginning Language II
Continuation of LAN 101. Prerequisite: LAN 101 (in the corresponding language). May be repeated for credit for a different language. Cr 4.

LAN 150 Language Table
Students will participate in a one-hour weekly language table where they will practice conversational skills in a group. Students of all levels are welcome. This course is taken as pass/fail and may be repeated for credit. Cr 0.5.

LAN 201 Intermediate Language I
Review of grammatical structures with further development of language skills and study of culture. Prerequisite: LAN 102 (in the corresponding language). May be repeated for credit for a different language. Cr 4.

LAN 202 Intermediate Language II
Continuation of LAN 201. Prerequisite: LAN 201 (in the corresponding language). May be repeated for credit for a different language. Cr 4.

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.

BA in Mathematics - Applied Mathematics/Operations Research Concentration

Description

The Department of Mathematics and Statistics offers a B.A. degree in mathematics. The program is designed to provide students with a broad background in mathematics and statistics. Students select one of three concentrations: applied mathematics and operations research, pure mathematics, or statistics. Students who would like to become certified to teach may select the secondary teacher education track. The Department also offers an accelerated graduate pathway, where students can earn both an undergraduate degree and the M.S. degree in statistics in five years by carefully selecting courses.

Those majors intending to enter industry or other applied fields should consider the concentration in applied mathematics and operations research. Majors who plan to prepare for the actuarial profession should include in their programs Numerical Analysis and appropriate courses in the School of Business. Majors intending to pursue graduate work in applied mathematics are urged to take Real Analysis and Abstract Algebra.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for a B.A. in mathematics: 49. Students must have a cumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

A. Foundations (34 credits)

All students are required to successfully complete the foundations sequence listed below.
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 252 Calculus C (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 290 Foundations of Mathematics (4 cr)
MAT 295 Linear Algebra (4 cr)
MAT 350 Differential Equations (4 cr)
COS 160 Structured Problem Solving: Java (3 cr)
COS 170 Structured Programming Laboratory (1 cr)

B. Concentration (15 credits)

In addition to the requirements above, the following items are required for the applied mathematics/operations research concentration.

a. Successful completion of three courses listed below:

MAT 364 Numerical Analysis
MAT 366 Deterministic Models in Operations Research
MAT 383 System Modeling and Simulation
MAT 460 Mathematical Modeling
MAT 461 Stochastic Models in Operations Research
MAT 492 Graph Theory and Combinatorics

b. Successful completion of at least two additional mathematics courses numbered 260 or above, excluding MAT 380 Probability and Statistics.

BA in Mathematics - Pure Mathematics Concentration

Description

The Department of Mathematics and Statistics offers a B.A. degree in mathematics. The program is designed to provide students with a broad background in mathematics and statistics. Students select one of three concentrations: applied mathematics and operations research, pure mathematics, or statistics. Students who would like to become certified to teach may select the secondary teacher education track. The Department also offers an accelerated graduate pathway, where students can earn both an undergraduate degree and the M.S. degree in statistics in five years by carefully selecting courses.

Mathematics majors intending to pursue graduate work in mathematics should consider the pure mathematics concentration and are urged to take Real Analysis, Abstract Algebra, Topology, and one year of French or German. Students intending to teach at the secondary level should choose this concentration.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for a B.A. in mathematics: 49. Students must have a cumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

A. Foundations (34 credits)

All students are required to successfully complete the foundations sequence listed below.
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 252 Calculus C (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 290 Foundations of Mathematics (4 cr)
MAT 295 Linear Algebra (4 cr)
MAT 350 Differential Equations (4 cr)
COS 160 Structured Problem Solving: Java (3 cr)
COS 170 Structured Programming Laboratory (1 cr)

B. Concentration (15 credits)

In addition to the requirements listed above, the following items are required for the pure mathematics concentration.

a. Successful completion of three courses listed below:
MAT 352 Real Analysis
MAT 355 Complex Analysis
MAT 371 College Geometry
MAT 392 Theory of Numbers
MAT 395 Abstract Algebra
MAT 470 Non-Euclidean Geometry
MAT 490 Topology

b. Successful completion of at least two additional mathematics courses numbered 260 or above, excluding MAT 380 Probability and Statistics.

BA in Mathematics - Secondary Teacher Education

Description

The Department of Mathematics and Statistics offers a B.A. degree in mathematics. The program is designed to provide students with a broad background in mathematics and statistics. Students select one of three concentrations: applied mathematics/operations research, pure mathematics, or statistics. The Department also offers an accelerated graduate pathway in statistics, where students can earn both an undergraduate degree and a M.S. degree in statistics in five years by carefully selecting courses.

The secondary teacher education concentration is designed for students who want to become certified to teach grades 7-12 mathematics in Maine. Interested students should see the secondary education mathematics coordinator upon acceptance at USM, matriculation, upon choosing a math major, or as early in their academic studies at USM as possible. The curriculum for this track is designed to provide prospective grades 7-12 teachers with a strong academic foundation in mathematics along with a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences. The degree has four components: USM Core Curriculum, a mathematics major, professional education courses, and electives totaling 120 credit hours.

Program Requirements

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity, and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning - MAT 152 Calculus A (4 cr)
- Creative Expression - EDU 230 Teaching through the Arts (recommended) (3 cr)
- Socio-Cultural Analysis- HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration (4 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-Tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively (6 cr)
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements

Students must have a cumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

A. Foundation (34 credits)

All students are required to successfully complete the foundation sequence listed below.
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 252 Calculus C (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 290 Foundations of Mathematics (4 cr)
MAT 295 Linear Algebra (4 cr)
MAT 350 Differential Equations (4 cr)
COS 160 Structured Problem Solving: Java (3 cr)
COS 170 Structured Programming Laboratory (1 cr)

B. Concentration (15 credits)

In addition to the requirements listed above, the following items are required for the secondary teacher education concentration.
MAT 352 Real Analysis
MAT 371 College Geometry

MAT 395 Abstract Algebra
A mathematics modeling course

At least one additional mathematics course numbered 260 or above, excluding MAT 380 Probability and Statistics.

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education**.**

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

BA in Mathematics - Statistics Concentration

Description

The Department of Mathematics and Statistics offers a B.A. degree in mathematics. The program is designed to provide students with a broad background in mathematics and statistics. Students select one of three concentrations: applied mathematics and operations research, pure mathematics, or statistics. Students who would like to become certified to teach may select the secondary teacher education track. The Department also offers an accelerated graduate pathway, where students can earn both an undergraduate degree and the M.S. degree in statistics in five years by carefully selecting courses.

The statistics concentration is aimed at preparing undergraduates to pursue a career as a statistician in government or industrial jobs, or to pursue a higher degree in statistics or allied fields. Majors intending to pursue graduate work in statistics are urged to take Real Analysis and Abstract Algebra.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for a B.A. in mathematics: 49. Student must have a cumulative grade point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.

A. Foundations (34 credits)

All students are required to successfully complete the foundations sequence listed below.
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 252 Calculus C (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 290 Foundations of Mathematics (4 cr)
MAT 295 Linear Algebra (4 cr)
MAT 350 Differential Equations (4 cr)
COS 160 Structured Problem Solving: Java (3 cr)
COS 170 Structured Programming Laboratory (1 cr)

B. Concentration (15 credits)

In addition to the requirements listed above, the following items are required for the Statistics Concentration.

a. Successful completion of three courses listed below:
MAT 264 Statistical Software Packages
MAT 383 System Modeling and Simulation
MAT 386 Sampling Techniques
MAT 387 Introduction to Applied/Biostatistical Methods
MAT 484 Design and Analysis of Experiments
MAT 485 Introduction to Applied Regression
MAT 486 Introduction to Big Data Analytics
MAT 487 Introduction to Categorical Data Analysis
MAT 488 Introduction to Data Mining

b. Successful completion of at least two additional mathematics courses numbered 260 or above, excluding MAT 380 Probability and Statistics.

Minor in Actuarial Science

Description

This interdisciplinary minor is designed to help students start a career in actuarial science. Students completing the minor in actuarial science will have a good foundation in the material needed for the actuarial industry's first two exams and will have completed three of the industry's Validation by Educational Experience (VEE) requirements. The minor is designed for current USM students who are interested in actuarial science and can be used to satisfy the Core Electives requirement in the Core Curriculum.

Program Requirements

Minimum number of credits required for the minor: 32

Students must satisfy the following requirements with a cumulative GPA of at least 2.0.

Required Courses in Mathematics and Statistics: (17 credits)
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 485 Introduction to Applied Regression (3 cr)

Required Courses in Business and Economics: (15 credits)
ACC 110 Financial Accounting Information for Decision Making (3 cr)
ECO 101 Introduction to Macroeconomics (3 cr)
ECO 102 Introduction to Microeconomics (3 cr)
FIN 320 Basic Financial Management (3 cr)
FIN 323 Financial Engineering (3 cr)

Other Relevant Courses:
FIN 327 Investment Management (3 cr)
MAT 252 Calculus C (4 cr)
MAT 264 Statistical Software Packages (3 cr)
MAT 295 Linear Algebra (4 cr)
MAT 366 Deterministic Models in Operations Research (3 cr)
MAT 383 System Modeling and Simulation (3 cr)
MAT 387 Introduction to Applied/Biostatistical Methods (3 cr)
MAT 461 Stochastic Models in Operations Research (3 cr)
RMI 320 Introduction to Risk Management and Insurance (3 cr)

Minor in Applied Mathematics

Description

The minor in applied mathematics is designed to present a rigorous introduction to university-level mathematics. The theory and methods of applied mathematics are widely employed across the sciences and industries, including business, economics, and engineering, to model and make predictions about real-world phenomena.

Program Requirements

Minimum number of credits required for the minor: 20

Required Courses: (11 credits)

Note: Some of these courses have prerequisites; see course descriptions.

MAT 252 Calculus C (4 cr)
MAT 281 Introduction to Probability (3 cr) or MAT 380 Probability and Statistics (3 cr)
MAT 295 Linear Algebra (4 cr)

Elective Courses: (9 credits)

Choose three courses from the following:
MAT 350 Differential Equations (4 cr)
MAT 364 Numerical Analysis (3 cr)
MAT 366 Deterministic Models in Operations Research (3 cr)
MAT 383 System Modeling and Simulation (3 cr)
MAT 460 Mathematical Modeling (3 cr)
MAT 461 Stochastic Models in Operations Research (3 cr)
MAT 492 Graph Theory and Combinatorics (3 cr)

Minor in Mathematics

Description

The minor in mathematics is designed to present a rigorous introduction to university-level mathematics. More than computation, mathematics is a discipline that demands skillful reasoning and genuine understanding. Instruction begins with the foundations of higher-level pure and applied mathematics and culiminates with advanced courses that establish the theoretical basis for the discipline broadly.

Program Requirements

Minimum number of credits required for the minor: 21

Required Courses: (12 credits)

Note: Some of these courses have prerequisites; see course descriptions.

MAT 252 Calculus C (4 cr)
MAT 290 Foundations of Mathematics (4 cr)
MAT 295 Linear Algebra (4 cr)

Elective Courses: (9 credits)

Choose three courses from the following:
MAT 350 Differential Equations (4 cr)
MAT 352 Real Analysis (3 cr)
MAT 355 Complex Analysis (3 cr)
MAT 371 College Geometry (3 cr)
MAT 392 Theory of Numbers (3 cr)
MAT 395 Abstract Algebra (3 cr)
MAT 490 Topology (3 cr)

Minor in Statistics

Description

The minor is statistics is designed to present a rigorous introduction to university-level mathematics. In a data-driven world, scientists, medical professionals, public health officials, and business leaders across industries make informed decisions based on the analysis of data.

Program Requirements

Minimum number of credits required for the minor: 19

Required Courses: (13 credits)

Note: Some of these courses have prerequisites; see course descriptions.

MAT 252 Calculus C (4 cr)
MAT 264 Statistical Software Packages (3 cr)
MAT 281 Introduction to Probability (3 cr) or MAT 380 Probability and Statistics (3 cr)
MAT 282 Statistical Inference (3 cr)

Elective Courses: (6 credits)

Choose two courses from the following:
MAT 386 Sampling Techniques (3 cr)
MAT 387 Introduction to Applied/Biostatistical Methods (3 cr)
MAT 461 Stochastic Models in Operations Research (3 cr)
MAT 484 Design and Analysis of Experiments (3 cr)
MAT 485 Introduction to Applied Regression (3 cr)
MAT 486 Introduction to Big Data Analytics (3 cr)
MAT 488 Introduction to Data Mining (3 cr)

Certificate in Actuarial Science

Description

This interdisciplinary certificate is designed to help students start a career in actuarial science. Students completing the certificate in actuarial science will have a good foundation in the material needed for the actuarial industry's first two exams and will have completed three of the industry's Validation by Educational Experience (VEE) requirements. This certificate is designed for students who already have a bachelor's degree. Current USM students who are interested in actuarial science can take the interdisciplinary minor, which can be used to satisfy the Core Electives requirement in the Core Curriculum.

Program Requirements

Minimum number of credits required for the certificate: 32

Required Courses in Mathematics and Statistics: (17 credits)
MAT 152 Calculus A (4 cr)
MAT 153 Calculus B (4 cr)
MAT 281 Introduction to Probability (3 cr)
MAT 282 Statistical Inference (3 cr)
MAT 485 Introduction to Applied Regression (3 cr)

Required Courses in Business and Economics: (15 credits)
ACC 110 Financial Accounting Information for Decision Making (3 cr)
ECO 101 Introduction to Macroeconomics (3 cr)
ECO 102 Introduction to Microeconomics (3 cr)
FIN 320 Basic Financial Management (3 cr)
FIN 323 Financial Engineering (3 cr)

Other Relevant Courses:
FIN 327 Investment Management (3 cr)
MAT 252 Calculus C (4 cr)
MAT 264 Statistical Software Packages (3 cr)
MAT 295 Linear Algebra (4 cr)
MAT 366 Deterministic Models in Operations Research (3 cr)
MAT 383 System Modeling and Simulation (3 cr)
MAT 387 Introduction to Applied/Biostatistical Methods (3 cr)
MAT 461 Stochastic Models in Operations Research (3 cr)
RMI 320 Introduction to Risk Management and Insurance (3 cr)

Certificate in Statistics

Description

The certificate in statistics is designed to present a rigorous introduction to university-level mathematics to non-matriculated students. In a data-driven world, scientists, medical professionals, public health officials, and business leaders across industries make informed decisions based on the analysis of data.

Program Requirements

Minimum number of credits required for the certificate: 19

Required Courses: (13 credits)

Note: Some of these courses have prerequisites; see course descriptions.

MAT 252 Calculus C (4 cr)
MAT 264 Statistical Software Packages (3 cr)
MAT 281 Introduction to Probability (3 cr) or MAT 380 Probability and Statistics (3 cr)
MAT 282 Statistical Inference (3 cr)

Elective Courses: (6 credits)

Choose two courses from the following:
MAT 386 Sampling Techniques (3 cr)
MAT 387 Introduction to Applied/Biostatistical Methods (3 cr)
MAT 461 Stochastic Models in Operations Research (3 cr)
MAT 484 Design and Analysis of Experiments (3 cr)
MAT 485 Introduction to Applied Regression (3 cr)
MAT 486 Introduction to Big Data Analytics (3 cr)
MAT 488 Introduction to Data Mining (3 cr)

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

Undergraduate Nursing Policies

Traditional B.S. in Nursing Policies

Accelerated B.S. in Nursing Policies

R.N. to B.S. in Nursing Policies

Commitment to Civility

Traditional B.S. in Nursing Policies (Back to top)

The University of Southern Maine has established academic policies as outlined in the Undergraduate Catalog. In addition to University policies, the School of Nursing maintains policies as described below.

Clinical Requirements

The University policy exempting immunization requirements for students born prior to 1956 does not apply to nursing students. Prior to entry into NUR 306/307 and any course involving client/patient contact, students must comply with School of Nursing clinical health and criminal background check requirements, which are located on the School of Nursing website, and any additional requirements of those health care agencies to which they are assigned for clinicals. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the Undergraduate Nursing Program. If students are not in compliance with nursing clinical health and background check requirements by the required compliance deadline, the School of Nursing will remove students from all courses that require such compliance. Failure to meet clinical health and background check requirement compliance may delay progress toward graduation.

Costs incurred by a USM School of Nursing student for health requirements and the background check may qualify the student for additional loan eligibility and can be built into the financial aid costs of attendance and education. Students must request such consideration by the Student Financial Services Office and provide documentation of actual costs incurred.

Nursing courses carry additional fees to cover laboratory and clinical costs. A fee is also assessed each semester to cover the cost of standardized tests. This fee includes the cost of a review course at the end of the program. Nursing students must purchase uniforms according to the uniform policy. Because clinical experiences occur in a variety of settings in the southern and central Maine area, students must provide their own transportation to rural as well as urban areas and are required to attend the clinical to which they are assigned by the School of Nursing. Professional liability insurance is highly recommended for students in the nursing major and is required by some clinical agencies.

Grade Policies

The lowest acceptable grade in required prerequisite and CON courses is a grade of C. The lowest acceptable grade in required NUR courses is a grade of C+.

For those NUR courses that utilize an objective examination format, students must achieve an average grade of 77% or higher on all exams to pass the course.

Grades will be calculated for each exam and made visible to students. At the end of the semester, exam grades will be averaged, and that score will be rounded, if necessary, as described below. Rounding will not be applied to individual exams in a course. Per mathematical rules, rounding to the nearest whole number is only affected by the digit immediately to the right of the decimal point. For example: a score of 76.499 will be recorded as 76, and a score of 76.50 will be recorded as 77. This rounding policy is applicable to overall exam grades and final course grades.

Low pass (LP) grades are used in clinical and partnership courses to inform students whose performance is near failing. Students are held accountable to address the weaknesses identified in their performance appraisal with subsequent clinical and partnership faculty. A second low pass grade constitutes an F and stops progression in coursework in accordance with the progression policies described in the Catalog.

GPA Requirements

Students are required to maintain a USM cumulative GPA of 2.75 and a natural science GPA of at least 2.67 to enroll in any NUR course. Exceptions to the above policy are as follows: 1) Students may take courses other than NUR 100, NUR 200, NUR 302, and NUR 321 with a GPA below 2.75, and 2) students who are retaking a required NUR course may register for the course, even if their USM GPA is below 2.75.

Natural Science and Social Science Course Policies

All natural science courses required by the B.S. in Nursing program must be completed prior to beginning NUR 300, NUR 301, NUR 306, NUR 307, NUR 330, NUR 331, and all subsequent courses in the curriculum. Natural science courses consist of: Anatomy and Physiology I Lecture and Lab, Anatomy and Physiology II Lecture and Lab, Chemistry (lab not required), Microbiology Lecture and Lab, Human Nutrition, and Pathophysiology. Social science courses consist of: Multicultural Human Development, Introduction to Psychology, and Introduction to Sociology.

Each natural science course may be repeated only once, and only three natural science courses may be repeated in total. Students who fail to meet these requirements will be dismissed from the nursing program.

Course Sequencing and Progression Policies

Students who wish to take a required CON or NUR course at another university or college must follow the University of Southern Maine prior approval process with the assistance of their advisor.

Nursing courses are sequential. Mastery of the content in a designated semester of the curriculum (see Nursing plan of study in the Undergraduate Catalog) is required before progressing to the next semester in the curriculum. Students who have successfully completed NUR 300/301 may not have a gap longer than one year before enrolling in NUR 323/325 without authorization from the school. Once a student successfully completes NUR 323/325, the student must complete all degree requirements within four years.

Nursing lecture and clinical course combinations must be taken concurrently the first time a student is enrolled in each course.

A grade lower than C+ in a NUR lecture course or an F in a NUR clinical or lab course will stop the student from registering for any other NUR clinical, NUR lecture, NUR lab, or the first nursing partnership course with the exception of NUR 321 and CON 356, which may be taken while repeating another NUR or CON course. With permission of the instructor of the partnership course, a student may continue to the second nursing partnership course while retaking a NUR course.

Students must achieve a lecture grade of C+ or higher or a passing clinical grade in the course that is repeated before entering the next nursing lecture/clinical course combination.

Sudents who receive a failing grade in a required lecture or clinical course that finishes partway through the semester (or students who withdraw from a required lecture or clinical course partway through the semester) will be withdrawn from all other concurrent lecture or clinical courses (required or elective).

A student may repeat a maximum of two CON or NUR required courses for which the student received an unsatisfactory grade per the course grade policies listed in the Catalog. A third unsatisfactory grade in a required CON or NUR course will result in dismissal from the nursing program.

If a student receives an F in an elective NUR clinical course, they may not register to repeat that clinical elective or enroll in any other NUR clinical elective without permission of the Associate Dean of the School of Nursing. A clinical elective course may be repeated only once.

The School of Nursing Undergraduate Admissions and Advancement Committee will review the academic record of any student who receives one or more unsatisfactory grades in a given semester, whose GPA or natural science GPA is unsatisfactory, or who is not in compliance with the Catalog policies. The consequences of unsatisfactory progress may include probation in the School of Nursing, suspension from the School of Nursing, or dismissal from the School of Nursing.

Incomplete Grades

A grade of "Incomplete" may be assigned by a faculty member when a student, because of extraordinary circumstances, has failed to complete course requirements in a required CON or NUR course. Incomplete grades must be resolved satisfactorily for the student to progress to subsequent required CON or NUR courses in the curriculum.

Retention Policies

The School of Nursing requires its part time and full time students to maintain academic standing according to hours completed. The following requirements are exceptions or additions to University policies:

A student who does not maintain a USM cumulative GPA of 2.75 will be placed on probation within the School of Nursing. If placed on probation, a student has a maximum of two semesters to achieve a 2.75 cumulative USM GPA, or the student will be dismissed from the School of Nursing. A student on probation may take support courses to restore their USM GPA to a level of 2.75 or above, at which point progress in nursing lecture and clinical courses may resume.

The School of Nursing reserves the right to accept and retain only those students who satisfy the academic and clinical health requirements necessary for nursing. A student who is suspended by the University of Southern Maine for an academic integrity violation may also be dismissed from the School of Nursing.

The Maine State Board of Nursing may refuse to grant a license on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated.

Student Progression and Retention Appeals

Appeals for exceptions to any Undergraduate Nursing policies listed in the Catalog must be initiated by the student in writing. Information about how to submit an appeal is located on the School of Nursing website under “Current Undergraduate Student Resources”.

Graduation Requirements

For graduation, no general education requirements or prerequisites may be taken pass-fail and no more than three credits of non-nursing elective may be taken pass-fail. Only one C- or D grade from the arts or humanities will be accepted. Otherwise, a minimum grade of C or above in these courses must be achieved. Grades of C- or below are not acceptable in any nursing prerequisite course.

Traditional B.S. in nursing students graduate in December or May. Summer graduation is limited to students in the Accelerated B.S. program. To be eligible for graduation with a bachelor of science degree with a major in nursing, the student must have successfully completed all requirements and a minimum of 120 credit hours with a minimum grade point average of 2.75.

Accelerated B.S. in Nursing Policies

The University of Southern Maine has established academic policies as outlined in the Undergraduate Catalog. In addition to University policies, the School of Nursing maintains policies as described below.

Clinical Requirements

The University policy exempting immunization requirements for students born prior to 1956 does not apply to nursing students. Prior to entry into any course involving patient/client contact, Accelerated B.S. in Nursing students must comply with School of Nursing clinical health and criminal background check requirements, which are located on the School of Nursing website, and any additional requirements of those health care agencies to which they are assigned for clinicals. Affiliates have the right to deny clinical placement based on criminal background. Denial of clinical placements will stop progression in the Undergraduate Nursing Program. If students are not in compliance with nursing clinical health and background check requirements by the required compliance deadline, the School of Nursing will remove students from all courses that require such compliance. Failure to meet clinical health and background check requirement compliance may delay progress toward graduation.

Costs incurred by a USM School of Nursing student for health requirements and the background check may qualify the student for additional loan eligibility and can be built into the financial aid costs of attendance and education. Students must request such consideration by the Student Financial Services Office and provide documentation of actual costs incurred.

Nursing courses carry additional fees to cover laboratory and clinical costs. A fee is also assessed each semester to cover the cost of standardized tests. This fee includes the cost of a review course at the end of the program. Nursing students must purchase uniforms as described in the uniform policy. Because clinical experiences occur in a variety of settings in the southern and central Maine area, students must provide their own transportation to rural as well as urban areas and are required to attend the clinical to which they are assigned by the School of Nursing. Professional liability insurance is highly recommended for students in the nursing major and is required by some clinical agencies.

Grade Policies

The lowest acceptable grade in required prerequisite and CON courses is a grade of C. The lowest acceptable grade in required NUR courses is a grade of C+.

For those NUR courses that utilize an objective examination format, students must achieve an average grade of 77% or higher on all exams to pass the course.

Grades will be calculated for each exam and made visible to students. At the end of the semester, exam grades will be averaged, and that score will be rounded, if necessary, as per the following guidelines. Rounding will not be applied to individual exams in a course. Per mathematical rules, rounding to the nearest whole number is only affected by the digit immediately to the right of the decimal point. For example: a score of 76.499 will be recorded as 76, and a score of 76.50 will be recorded as 77. This rounding policy is applicable to overall exam grades and final course grades.

Low pass (LP) grades are used in clinical and partnership courses to inform students whose performance is near failing. Students are held accountable to address the weaknesses identified in their performance appraisal with subsequent clinical and partnership faculty. A second low pass grade constitutes an F and stops progression in coursework in accordance with the progression policies described in the Catalog.

GPA Requirements

Students in the Accelerated B.S. program are required to maintain a USM cumulative GPA of 2.75.

Course Sequencing and Progression Policies

Students who wish to take a required CON or NUR course at another university or college must follow the University of Southern Maine prior approval process with the assistance of their advisor.

Nursing courses are sequential. Mastery of the content in a designated semester of the curriculum (see Accelerated BS in Nursing plan of study in the Undergraduate Catalog) is required before progressing to the next semester in the curriculum.

Nursing lecture and clinical course combinations must be taken concurrently the first time a student is enrolled in each course.

A grade lower than C+ in a NUR lecture course or an F in a NUR clinical or lab course will stop the student from registering for any other NUR clinical, NUR lecture, NUR lab, or the first nursing partnership course with the exception of NUR 321 and CON 356, which may be taken while repeating another NUR or CON course. With permission of the instructor of the partnership course, a student may continue to the second nursing partnership course while retaking a NUR course.

Students must achieve a lecture grade of C+ or higher or a passing clinical grade in the course that is repeated before entering the next nursing lecture/clinical course combination.

Students who receive a failing grade in a required lecture or clinical course that finishes partway through the semester (or students who withdraw from a required lecture or clinical course partway through the semester) will be withdrawn from all other concurrent lecture or clinical courses (required or elective).

A student may repeat a maximum of two CON or NUR required courses for which the student received an unsatisfactory grade per the course grade policies listed in the Catalog. A third unsatisfactory grade in a required CON or NUR course will result in dismissal from the nursing program.

If a student receives an F in an elective NUR clinical course, they may not register to repeat that clinical elective or enroll in any other NUR clinical elective without permission of the Associate Dean of the School of Nursing. A clinical elective course may be repeated only once.

The School of Nursing Undergraduate Admissions and Advancement Committee will review the academic record of any student who receives one or more unsatisfactory grades in a given semester, whose GPA is unsatisfactory, or who is not in compliance with the Catalog policies. The consequences of unsatisfactory progress may include probation in the School of Nursing, suspension from the School of Nursing, or dismissal from the School of Nursing.

Incomplete Grades

A grade of "Incomplete" may be assigned by a faculty member when a student, because of extraordinary circumstances, has failed to complete course requirements in a required CON or NUR course. Incomplete grades must be resolved satisfactorily for the student to progress to subsequent required CON or NUR courses in the curriculum.

Retention Policies

The School of Nursing requires its part time and full time students to maintain academic standing according to hours completed. The following requirements are exceptions or additions to University policies:

A student who does not maintain a USM cumulative GPA of 2.75 but whose average remains above 2.50 will be placed on probation within the School of Nursing. The status of a student will be reviewed by the Nursing Undergraduate Admissions and Advancement Committee. A student who does not maintain a cumulative GPA of 2.50 will not be allowed to maintain matriculation in the School of Nursing and will be required to either change majors, be suspended, or dismissed from the School of Nursing.

The School of Nursing reserves the right to accept and retain only those students who satisfy the academic and clinical health requirements necessary for nursing. A student who is suspended by the University of Southern Maine for an academic integrity violation may also be dismissed from the School of Nursing.

The Maine State Board of Nursing may refuse to grant a license on the basis of criminal history record information relating to convictions denominated in Title 5, Chapter 341, Subsection 5301 of the Maine Revised Statutes Annotated.

Student Progression and Retention Appeals

Appeals for exceptions to any Undergraduate Nursing policies listed in the Catalog must be initiated by the student in writing. Information about how to submit an appeal is located on the School of Nursing website under Current Undergraduate Student Resources.

Graduation Requirements

To be eligible for graduation with a bachelor of science degree with a major in nursing, the student must have successfully completed all requirements and a minimum of 120 credit hours with a minimum grade point average of 2.75.

R.N. to B.S. in Nursing Policies

The University of Southern Maine has established academic policies as outlined in the Undergraduate Catalog. In addition to University policies, the School of Nursing maintains policies as described below.

Unless otherwise stated, all policies applicable to students in the baccalaureate program also apply to students in the R.N. to B.S. program.

Once a student is matriculated, the student is required to notify the Coordinator of Undergraduate Nursing Education of any change in status of their RN license.

Prior to entry into NUR 419, R.N. to B.S. students must comply with any requirements of those health care agencies to which they are assigned for clinicals, which may include criminal background checks. Affiliates have the right to deny clinical placement based on criminal background.

Costs incurred by a USM School of Nursing student for health requirements and background check may qualify the student for additional loan eligibility and can be built into the financial aid costs of attendance and education. Students must request such consideration by the Student Financial Services Office and provide documentation of the actual costs incurred.

Nursing courses carry additional fees to cover laboratory and clinical costs. Because clinical experiences occur in a variety of settings in the southern and central Maine area, students must provide their own transportation to rural as well as urban areas. Professional liability insurance is highly recommended for students in the nursing major and is required by some clinical agencies.

Grade Policies

The lowest acceptable grade in required prerequisite, NUR, and CON courses is a grade of C. Science courses may be repeated only once.

For those NUR courses that utilize an objective examination format, students must achieve an average grade of 77% or higher on all exams to pass the course.

Grades will be calculated for each exam and made visible to students. At the end of the semester, exam grades will be averaged, and that score will be rounded, if necessary, per the following guidelines. Rounding will not be applied to individual exams in a course. Per mathematical rules, rounding to the nearest whole number is only affected by the digit immediately to the right of the decimal point. For example: a score of 76.499 will be recorded as 76, and a score of 76.50 will be recorded as 77. This rounding is policy is applicable to overall exam grades and final course grades.

Low pass (LP) grades are used in clinical and partnership courses to inform students whose performance is near failing. Students are held accountable to address the weaknesses identified in their performance appraisal with subsequent clinical and partnership faculty. A second low pass grade constitutes an F and stops progression in coursework in accordance with the progression policies described in the Catalog.

GPA Requirements

Students in the R.N. to B.S. program are required to maintain a USM cumulative GPA of 2.50.

Course Sequencing and Progression Policies

Students who wish to take a required CON or NUR course at another university or college must follow the University of Southern Maine prior approval process with the assistance of their advisor.

The School of Nursing Undergraduate Admissions and Advancement Committee will review the academic record of any student who receives one or more unsatisfactory grades in a given semester, whose GPA is unsatisfactory, or who is not in compliance with the Catalog policies. The consequences of unsatisfactory progress may include probation in the School of Nursing, suspension from the School of Nursing, or dismissal from the School of Nursing.

Incomplete Grades

A grade of "Incomplete" may be assigned by a faculty member when a student, because of extraordinary circumstances, has failed to complete course requirements in a required CON or NUR course. Incomplete grades must be resolved satisfactorily for the student to progress to subsequent required CON or NUR courses in the curriculum.

Retention Policies

The School of Nursing requires its part time and full time students to maintain academic standing according to hours completed. The following requirements are exceptions or additions to University policies:

A student who does not maintain a USM cumulative grade point average of 2.50 may be reviewed by the School of Nursing Undergraduate Admissions and Advancement Committee who may recommend probation, suspension, or dismissal. If placed on probation, a student has a maximum of two semesters to achieve a 2.50 cumulative USM GPA, or the student may be suspended or dismissed from the School of Nursing. While on probation, the minimum semester GPA must be at least 2.50 or the student may be suspended. If a student is suspended for one semester, the student may be dismissed at the end of the next enrolled semester if the GPA requirement is not met.

The School of Nursing reserves the right to accept and retain only those students who satisfy the academic and clinical health requirements necessary for nursing. A student who is suspended by the University of Southern Maine for an academic integrity violation may also be dismissed from the School of Nursing.

Student Progression and Retention Appeals

Appeals for exceptions to any Undergraduate Nursing policies listed in the Catalog must be initiated by the student in writing. Information about how to submit an appeal is located on the School of Nursing website under Current Undergraduate Student Resources.

Graduation Requirements

To be eligible for graduation with a Bachelor of Science degree with a major in nursing, the student must have successfully completed all requirements and a minimum of 120 credit hours with a minimum grade point average of 2.50.

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.

BS in Nursing - Accelerated Program

Description

The faculty of the School of Nursing recognizes the desire of people with baccalaureate and higher degrees in disciplines other than nursing to become nurses and has designed an accelerated program that leads to a B.S. in nursing in 15 months of full-time study. Students enrolled in this program build their undergraduate nursing courses upon previous academic and life experiences. Graduates of this program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Program Requirements

Students admitted to this program must hold a baccalaureate degree from a regionally accredited university or college. Admitted students will have successfully completed college/university courses in Anatomy and Physiology I and II (all body systems) and a college/university course in Statistics by the time the program begins in May.

Recommended Course Sequence

Summer I (18 credits)
BIO 345 Pathophysiology
CON 252 Human Nutrition
NUR 211 Nursing Role for Accelerated B.S. Students
NUR 300 Health Assessment
NUR 301 Health Assessment Lab
NUR 302 Pharmacology
NUR 305 Fundamentals in Nursing Lab for Accelerated B.S. Students
NUR 306 Nursing Arts and Sciences

Fall I (18 credits)
CON 356 Concepts in Community Health
NUR 313 Intermediate Nursing Skills Lab
NUR 323 Adult/Older Adult Health Nursing
NUR 325 Adult/Older Adult Health Nursing Clinical
NUR 330 Mental Health Nursing
NUR 331 Mental Health Nursing Clinical
NUR 332 Nursing Care of the Older Adult in the Community

Spring I (14 credits)
NUR 420 Reproductive and Pediatric Nursing Lab
NUR 421 Reproductive and Sexual Health Nursing
NUR 422 Reproductive and Sexual Health Nursing Clinical
NUR 424 Clinically-Applied Genetics
NUR 427 Child Health Nursing
NUR 428 Child Health Nursing Clinical
NUR 436 Community Nursing Partnerships I for Accelerated B.S. Students Clinical

Summer II (18 credits)
NUR 321 Health-Related Research
NUR 413 Advanced Nursing Skills Lab
NUR 423 Management of the Critically Ill Adult/Older Adult
NUR 425 Management of the Critically Ill Adult/Older Adult Clinical
NUR 437 Community Nursing Partnerships II for Accelerated B.S. Students Clinical
NUR 470 Leadership and Ethics
NUR 480 Practicum/Care Management Seminar and Clinical
NUR 490 Capstone in Nursing

Total number of credits: 68

BS in Nursing - RN to Bachelor of Science Degree

Description

The School of Nursing faculty recognizes the need and desirability for registered nurses to attain baccalaureate and master's degrees within Maine. The nursing faculty has designed two options for RNs - the first leading to a Bachelor of Science degree (B.S.) and the second (described in USM's Graduate Catalog) leading to a Master of Science degree (M.S.).

Program Requirements

RNs returning to school face many challenges; every effort is made to remain attentive and flexible in adjusting the plan of study and accommodating individual needs. Advice regarding prerequisites, course planning, and course sequencing for RNs may be obtained by contacting

the School of Nursing.

All RNs must fulfill the University's 30 credit residency requirement (6 credits earned at another UMS campus may be applied toward residency).

The School of Nursing recognizes a maximum of 30 nursing credits (RN credit options) transferred from an associate's degree in nursing (ADN) program as basic nursing credits required in the baccalaureate program. Nursing credits earned in the ADN program beyond the basic 30 credits may be used as undergraduate elective credit. RNs graduating from a diploma program will be awarded the basic nursing credits (30 credits) upon successful completion of NUR 308 Concepts of Professional Nursing Practice. Additional information may be obtained through the Office for Prior Learning Assessment.

Recommended Course Sequence

The following courses must be completed successfully, or may be available for credit by examination, prior to entry into upper-division nursing courses:

College Writing
Introduction to Psychology
Introduction to Sociology
Multicultural Human Development
Ethical Inquiry, Social Responsibility, and Citizenship course
Introduction to Statistics (prior to NUR 321 Health-Related Research)
Human Anatomy and Physiology I and II**
Microbiology for Health Sciences (note that BIO 281/282 at USM have a prerequisite of CHY 107 Chemistry for Health Sciences)
Pathophysiology

**Anatomy and Physiology requirements are waived with the successful completion (minimum grade of C) of Pathophysiology.

University requirements in the general education (Core) curriculum must meet the progression standards of that curriculum.

Matriculation in the USM School of Nursing is required prior to enrollment in upper-level nursing courses. The courses that RN students may take prior to matriculation are CON 356 Concepts in Community Health and CON 321 Health-Related Research. NUR 308 Concepts of Professional Nursing Practice, NUR 309 Health Assessment for RNs, and NUR 310 Health Assessment Lab for RNs may be taken prior to matriculation provided the student has passed the NCLEX-RN. Clinical courses may not be taken unless RN credit options have been completed and posted.

Upper-division nursing courses, in required sequence for RNs, include:

A. NUR 308 Concepts of Professional Nursing Practice
NUR 309 Health Assessment for RNs
NUR 310 Health Assessment Lab for RNs

B. CON 356 Concepts in Community Health
NUR 314 RN Credit Option*
NUR 321 Health-Related Research (formerly CON 321)
NUR 370 Theory for Clinical Practice

C. NUR 419 Community Nursing Partnerships for RNs Clinical
NUR 474 Professional Issues: Leadership, Management, and Organizations for RNs
NUR 476 Theory Related to Clinical Specialty for RNs

*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.

Unless approved by the School of Nursing through the prior approval process, students must take all required CON and NUR courses at USM.

BS in Nursing - Traditional Program

Description

This program prepares individuals to begin their nursing practice in a variety of health care settings and in specialty areas. Graduates possess generalist nursing knowledge, an orientation to leadership, and a foundation to begin graduate studies.

Program Requirements

The baccalaureate nursing program requires completion of a minimum of 120 credits of study and culminates in a baccalaureate degree (B.S.). Graduates of this program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Students must fulfill the USM general education requirements by completing any one of the following pathways: the USM Core Curriculum, the Russell Scholars Program, or the University Honors Program. Beginning coursework in the baccalaureate curriculum includes English composition, quantitative decision making, natural and behavioral sciences, arts, and humanities.

Nursing content at the upper division is organized to facilitate integration of nursing knowledge and skills and to draw on a foundation of learning from other disciplines. The nursing curriculum provides opportunities for students to develop skills in partnering with various community stakeholders to identify community strengths, resources, and needs. Students have experiences that involve assessment, planning, implementation, and evaluation of care for individuals of all ages: in families, groups of clients, and communities across the health continuum. Inpatient and outpatient settings, community health agencies, public health settings, long-term care facilities, schools, and industries are used for clinical experiences.

Students follow a specific sequence of didactic and clinical courses with a student cohort group. Deviation from the sequence requires permission from the School of Nursing.

Recommended Course Sequence

Sample plan of study:

Year 1, Fall Semester (13.5-14.5 credits)
EYE Entry Year Experience Core course (3 cr)
College Writing* (3 cr)
BIO 111 Human Anatomy and Physiology I* (3 cr)
BIO 112 Practical Human Anatomy and Physiology* I (1.5 cr)
MAT 120 Introduction to Statistics (4 cr) or PSY 201 Statistics in Psychology (3 cr)

Year 1, Spring Semester (16.5 credits)
BIO 113 Human Anatomy and Physiology II* (3 cr)
BIO 114 Practical Human Anatomy and Physiology II* (1.5 cr)
CHY 107 Chemistry for Health Sciences* or CHY 113 Principles of Chemistry I (3 cr)
NUR 100 Introduction to Professional Nursing* (3 cr) (Note: NUR 200 also accepted for students with 60+ credits completed)
PSY 100 Introduction to Psychology* (3 cr)
Creative Expression Core course (3 cr)

Year 2, Fall Semester (14 credits)
BIO 281 Microbiology for Health Sciences* (3 cr)
BIO 282 Microbiological Laboratory* (2 cr)
CON 356 Concepts in Community Health (3 cr)
SOC 100 Introduction to Sociology* (3 cr)
Cultural Interpretation Core course (3 cr)

Year 2, Spring Semester (15 credits)
BIO 345 Pathophysiology* (3 cr)
CON 252 Human Nutrition* (3 cr)
HRD/SBS 200 Multicultural Human Development* (3 cr)
NUR 321 Health-Related Research (formerly CON 321) (3 cr)
Elective or minor course (3 cr)

Year 3, Fall Semester (16 credits)
NUR 300 Health Assessment* (2 cr)
NUR 301 Health Assessment Lab* (1 cr)
NUR 302 Pharmacology* (3 cr)
NUR 306 Nursing Arts and Science* (3 cr)
NUR 307 Fundamentals in Nursing Lab* (2 cr)
NUR 330 Mental Health Nursing (3 cr)
NUR 331 Mental Health Nursing Clinical (2 cr)

Year 3, Spring Semester (15 credits)
NUR 313 Intermediate Nursing Skills Lab (1 cr)
NUR 323 Adult/Older Adult Health Nursing (3 cr)
NUR 325 Adult/Older Adult Health Nursing Clinical (4 cr)
NUR 332 Nursing Care of the Older Adult in the Community (2 cr)
NUR 339 Community Nursing Partnerships I Clinical (2 cr)
Elective course (3 credits)

Year 4, Fall Semester (14 credits)
NUR 341 Community Nursing Partnerships II Clinical (2 cr)
NUR 420 Reproductive and Pediatric Nursing Lab (1 cr)
NUR 421 Reproductive and Sexual Health Nursing (3 cr)
NUR 422 Reproductive and Sexual Health Nursing Clinical (1.5 cr)
NUR 424 Clinically-Applied Genetics (2 cr)
NUR 427 Child Health Nursing (3 cr)
NUR 428 Child Health Nursing Clinical (1.5 cr)

Year 4, Spring Semester (16 credits)
NUR 413 Advanced Nursing Skills Lab (1 cr)
NUR 423 Management of the Critically Ill Adult/Older Adult (3 cr)
NUR 425 Management of the Critically Ill Adult/Older Adult Clinical (2 cr)
NUR 470 Leadership and Ethics (3 cr)
NUR 480 Practicum/Care Management Seminar and Clinical (3 cr)
NUR 490 Capstone in Nursing (1 cr)
Elective course (3 cr)

Total credits for the sample plan of study: 120-121 (depending on which statistics course is selected)

*Must be completed prior to NUR 300, 301, 306, 307, 330, 331

Core curriculum requirements in science exploration, ethical inquiry, international, diversity, engaged learning, and sociocultural analysis are met through the Nursing curriculum.

The plan of study is subject to change.

Minor in Holistic and Integrative Health

Description

The holistic and integrative health minor is designed to provide the foundations and philosophies of a holistic and integrative approach to health care and to examine the fundamental worldview, diagnostic methods, and healing techniques utilized in the practice of various complementary healing modalities. A primary focus of the minor is the exploration of issues that arise in moving toward an integrative approach to the needs of body, mind, and spirit. This minor is open to all students and may be of particular interest to students majoring in nursing and health professions, to students preparing for work in a complementary health care field, to students in psychology, social work, and anthropology, or to any student interested in addressing personal health in a holistic manner.

Program Requirements

Minimum number of credits required for the minor: 18

Students may transfer up to six credits toward completion of the minor from other universities.

Required Courses (6 credits)
HIH 280 Holistic Health I (3 cr)
HIH 281 Holistic Health II (3 cr)

Students select 12 credits from the following:

CON 252 Human Nutrition (3 cr)
ECO 333 Economics and Happiness (3 cr)
HIH 201 Fundamentals of Homeopathy I (3 cr)
HIH 202 Fundamentals of Homeopathy II (3 cr)
HIH 203 Mindfulness-Based Stress Reduction (3 cr)
HIH 261 Introduction to Naturopathic Medicine (3 cr)
HIH 270 Holistic Approaches to Reproductive Health (3 cr)
HIH 283 Healing and Spirituality (3 cr)
HIH 284 Botanical Therapies (3 cr)
HIH 288 Reiki: Energy Medicine (3 cr)
HIH 300 Sustainable Compassion (3 cr)
HIH 490 Therapeutic Touch (3 cr)
HRD 312 The Spiritual Challenges and Opportunities of Aging (3 cr)
REC 110 Foundations of Recreation and Leisure Studies (3 cr)
REC 219 or SPM 219 Lifetime Physical Fitness and Wellness (3 cr)
REC 285 Perspectives on Animal-Assisted Therapy (3 cr)
REC 311 Psychosocial Interventions for Older Adults (3 cr)
REC 314 Wellness Education and Counseling (3 cr)

or

Two 1.5 credit RHF courses may be substituted for 3 credits. Examples include:*
RHF 106 Ballroom Dance
RHF 109 Beginning Weight Training
RHF 118 Yoga
RHF 122 Aerobic Kickboxing
RHF 123 Introduction to Sea Kayaking
RHF 124 T'ai Chi Qigong
RHF 126 Stability and Physio-ball Exercise

*Other RHF courses may be substituted with permission of the School of Nursing.

Certificate in Foundations of Holistic Health

Description

The Foundations of Holistic Health certificate program is designed for students interested in exploring the realm of complementary healing. Many courses are available online. Required courses may be taken over a maximum of three years.

Holistic health offers an integrated approach to health and well being. The Foundations of Holistic Health certificate program introduces students to the importance of addressing the intellectual, emotional, physical, and spiritual dimensions of health. Courses examine foundational principles of holism; basic philosophies, diagnostic techniques, and healing methods offered by many complementary healing modalities; benefits and challenges of alternative therapies; and activities, attitudes, and choices that lead to whole and integrated health over a lifetime.

Program Requirements

Students must take four 3-credit courses to complete the certificate program, including two required courses and two electives from the list below. A grade of C or better is required for all courses taken toward completion of the certificate program.

Required Courses (6 credits)
HIH 280 Holistic Health I (3 cr)
REC 219 or SPM 219 Lifetime Physical Fitness and Wellness (3 cr)

Students select 6 credits from the following:
HIH 201 Fundamentals of Homeopathy I (3 cr)
HIH 202 Fundamentals of Homeopathy II (3 cr)
HIH 203 Mindfulness-Based Stress Reduction (3 cr)
HIH 261 Introduction to Naturopathic Medicine (3 cr)
HIH 270 Holistic Approaches to Reproductive Health (3 cr)
HIH 281 Holistic Health II (3 cr)

HIH 283 Healing and Spirituality (3 cr)
HIH 288 Reiki: Energy Medicine (3 cr)
HIH 300 Sustainable Compassion (3 cr)
HIH 490 Therapeutic Touch (3 cr)

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.

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.

Physics Overview

Chair of the Department: Julie Ziffer

Professors: LaSala, Ziffer; Associate Professor: Nakroshis; Assistant Professor: Eberly

The field of physics is concerned with the study of matter, energy, motion, and the interaction of material particles. It is a cornerstone science that attempts to explain at a fundamental level the concepts underlying phenomena important to other physical sciences, to biological sciences, and to engineering. The Physics Department provides elementary courses to introduce students to the field, general and topical courses that support other science departments and engineering, and a four-year program leading to a B.A. degree in physics. The physics major covers the traditional areas of modern and classical physics, and it is intended to prepare graduates for careers in physics and related technical areas or for graduate school. Outstanding students have opportunities to serve as Learning Assistants, as well as the possibility of being a teaching assistant for an introductory laboratory course in their junior and senior years.

BA in Physics

Description

Students who major in physics are usually interested in the fundamental laws that describe how nature works. These laws are inherently mathematical in nature, so physics majors also are typically interested in and skilled at mathematics. Studying physics will educate students in the core areas of physics, from Newtonian mechanics to electromagnetism, optics, and quantum mechanics. In addition, students will have advanced courses available from optics, electronics, computational physics, and astrophysics. In the junior year, all physics majors take Intermediate Physics laboratory, where they work together in groups to perform more advanced laboratory experiments, learn more serious data and error analysis techniques, learn to present data in a 10-minute talk, and learn to prepare reports in a format suitable for professional journal publication. Physics majors will graduate with an excellent skill set for further scientific research or graduate school.

All majors are strongly encouraged to get involved in research with a member of the faculty, as there is no better way to learn physics. Students who do well in their courses and are engaged in research within the department typically have a very good acceptance rate to Ph.D. programs in physics. Past graduates have attended graduate programs at State University of New York at Stony Brook, University of Rhode Island, Brandeis University, UCLA, Pennsylvania State University, and the University of Texas at Austin, all with full paid scholarships.

The physics program is small, but it has a dedicated faculty that teach all lectures and discussion sections, which students will not find at larger institutions. The department features a renovated machine shop, an updated introductory laboratory, and a "physics lounge" where students socialize and learn physics.

Program Requirements

Minimum number of credits in physics and related areas (exclusive of the University's Core Curriculum) required for the physics major: 66. A student majoring in physics must take 43 credit hours of physics courses including requirements and electives as outlined below. In addition, the major requires 15 credits of mathematics courses, 8 credits of chemistry courses, and a demonstration of competency in computer programming.

To graduate as a physics major, a student must maintain a minimum GPA of 2.0 in all courses that satisfy the major requirement, and a minimum overall GPA of 2.0.

Required Physics courses: (40 credits)
PHY 114, 116 Introductory Physics Laboratory I and II
PHY 121, 123 General Physics I and II
PHY 211, 213 Modern Physics I and II
PHY 240 Intermediate Laboratory I
PHY 261 Computational Physics
PHY 314 Statistical and Thermal Physics
PHY 321, 323 Classical Mechanics I and II

PHY 331, 333 Electrodynamics I and II
PHY 341 Quantum Mechanics

The capstone requirement can be satisfied by taking either PHY 242 Intermediate Laboratory II or by completing an approved research project with a department faculty member.

Required Mathematics courses: (16 credits)
MAT 152 Calculus A
MAT 153 Calculus B
MAT 252 Calculus C
MAT 350 Differential Equations

Required Chemistry courses: (9 credits)
CHY 113, 114 Principles of Chemistry I and Lab
CHY 115, 116 Principles of Chemistry II and Lab

Electives: (3 credits)
In addition to the required courses, students must take at least one course listed below.
PHY 251 Principles of Electronics
PHY 281 Astrophysics
PHY 375 Optics

BA in Physics - Secondary Teacher Education

Description

This track is intended for students who want to become certified to teach grades 7-12 physical sciences in Maine. Interested students should see the secondary education physics coordinator upon acceptance at USM, matriculation, upon choosing a physics major, or as early in their academic studies at USM as possible. The curriculum for this track is designed to provide prospective grades 7-12 teachers with a strong academic foundation in physical sciences along with a continuous focus on both the theory and practice of teaching through a sequence of pre-internship education courses and field experiences. The degree has four components: USM Core Curriculum, a physics major, professional education courses, and electives totaling 120 credit hours.

Program Requirements

USM Core Curriculum (including pre-internship education courses)

- EYE 108 Culture, Identity and Education (recommended) (3 cr)
- EDU 100 Exploring Teaching as a Profession (required) (3 cr)
- College Writing - ENG 100 (3 cr)
- Cultural Interpretation (3 cr)
- Quantitative Reasoning - MAT 152 Calculus A (4 cr)
- Creative Expression - EDU 230 Teaching through the Arts (recommended) (3 cr)
- Socio-Cultural Analysis - HRD/SBS 200 Multicultural Human Development (required) (3 cr)
- Science Exploration - PHY 121/114 General Physics I and Laboratory (5 cr)
- Ethical Inquiry, Social Responsibility, and Citizenship - EDU 310 Purpose of Schooling in a Democracy (recommended) (3 cr)
- Core Electives - EDU 305 Foundations of Cultural and Linguistic Diversity (required), SED 335 Students with Exceptionalities in General Education (required), and SED 420 Multi-Tiered Systems of Educational Support (required) (9 cr)
- Diversity and International met with EDU 305 and EDU 310, respectively
- Engaged Learning met with EDU 100, EDU 222, EDU 305, EDU 445, and SED 335 (required)

Major Requirements

A student majoring in physics must take 43 credit hours of physics courses including requirements and electives as outlined below. In addition, the major requires 15 credits of mathematics courses, 8 credits of chemistry courses, and a demonstration of competency in computer programming.

To graduate as a physics major, a student must maintain a minimum GPA of 2.0 in all courses that satisfy the major requirement, and a minimum

overall GPA of 2.0.

Required Physics courses: (40 credits)
PHY 114, 116 Introductory Physics Laboratory I and II
PHY 121, 123 General Physics I and II
PHY 211, 213 Modern Physics I and II
PHY 240 Intermediate Laboratory I
PHY 261 Computational Physics
PHY 314 Statistical and Thermal Physics
PHY 321, 323 Classical Mechanics I and II
PHY 331, 333 Electrodynamics I and II
PHY 341 Quantum Mechanics

Capstone Requirement can be satisfied by taking either PHY 242 Intermediate Laboratory II or by completing an approved research project with a department faculty member.

Required Mathematics courses: (16 credits)
MAT 152 Calculus A
MAT 153 Calculus B
MAT 252 Calculus C
MAT 350 Differential Equations

Required Chemistry courses: (9 credits)
CHY 113, 114 Principles of Chemistry I and Laboratory Techniques I
CHY 115, 116 Principles of Chemistry II and Laboratory Techniques II

Electives: (3 credits)
In addition to the required courses, students must take at least one course listed below.
PHY 251 Principles of Electronics
PHY 281 Astrophysics
PHY 375 Optics

Secondary Teacher Education Requirements:

In addition to meeting all major and Core requirements, the following teacher education requirements must be met.

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers), who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as fulfill requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar’s office. The form is located in the forms section of the Office of Registration and Scheduling Services.

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the

first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

EDU 310 Purpose of Schooling in a Democracy* (3 cr)
EYE 108 Culture, Identity and Education (3 cr)
SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

EDU 100 Exploring Teaching as a Profession* (3 cr)
EDU 222 Foundations of Language and Literacy Development* (3 cr)
EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr)
HRD/SBS 200 Multicultural Human Development (3 cr)
SED 335 Students with Exceptionalities in General Education* (3 cr)

* Course includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement.

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, passed the Praxis Core, and provided evidence of their Criminal History Record Check.

See USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information.

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education**.**

Pre-candidates must complete the Candidacy application in Tk20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review, eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds (3 cr)
EDU 442 Seminar in Teaching, Learning, and Assessment (3 cr)
EDU 445 Internship in General Education (9 cr total, 3 credits first semester and 6 credits second semester)
SED 420 Multi-Tiered Systems of Educational Support (3 cr)

Content Area Methods Course:

Choose one of the following (3 cr):
EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
EDU 402 Secondary English Methods
EDU 403 Foreign Language Methods
EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
MME 434 Secondary Mathematics Methods

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of 24 credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics,

social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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 and 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 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.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. To be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE: Course requirements are subject to change based upon changes in teacher certification regulations.

Minor in Physics

Description

The field of physics is concerned with the study of matter, energy, motion, and the interaction of material particles. It is a cornerstone science that attempts to explain at a fundamental level the concepts underlying phenomena important to other physical sciences, to biological sciences, and to engineering. One option for students with an interest in physics, but majoring in other areas, is the physics minor.

Program Requirements

Minimum number of credits required for the minor: 19

Required courses:
PHY 121, 114, 123, 116 General Physics I and II and Laboratory
PHY 211 Modern Physics I
PHY 240 Intermediate Laboratory I

One additional three-credit physics course numbered 200 or higher (PHY 261 Computational Physics recommended).

Physics Course Descriptions

AST 100 Astronomy
A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods, and recent discoveries. Cr 3.

AST 103 Exercises and Experiments in Astronomy
This course includes exercises on the Moon's orbit, Earth's orbital motion, rotation of Saturn's rings, the Sun, the Crab Nebula, variable stars,

pulsars, Hubble's law, and galaxies. Two planetarium sessions. Prerequisite: prior or concurrent enrollment in AST 100. Cr 1.

PHY 101 Introduction to Physics
An elementary approach to the study of mechanics, heat, sound, electricity, magnetism, light, and modern physics, intended for the student who desires a one-semester introduction to the subject with emphasis on concepts as opposed to problem solving. Students desiring laboratory work should also register for PHY 102. Students planning to major in any of the natural sciences are not directed to this course but rather to a more advanced introductory course. Prerequisite: high school algebra. Cr 3.

PHY 102 Introduction to Physics Laboratory
Laboratory experiments and additional material designed to supplement the topics considered in PHY 101. Prerequisite: prior or concurrent enrollment in PHY 101 or permission of instructor. Cr 1.

PHY 111 Elements of Physics I
The first of a two-semester non-calculus sequence in introductory physics, intended particularly for life-science majors. Topics to be covered include mechanics, waves, sound, and thermal physics. Lectures, demonstrations, and problem solving will help the student to develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. It should be taken concurrently with PHY 114, Introductory Physics Laboratory I. Prerequisite: grade of C or higher, or concurrent enrollment in MAT 108 or MAT 140 or MAT 152, or permission of instructor. Three hours of lecture and one hour of recitation per week. Cr 4.

PHY 112 Elements of Physics II
A continuation of PHY 111, intended particularly for life-science majors. Topics to be covered include electricity, magnetism, optics, and modern physics. Lectures, demonstrations, and problem solving will help the student to develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. Should be taken concurrently with PHY 116, Introductory Physics Laboratory II. Prerequisite: grade of C or higher in PHY 111 or equivalent. Three hours of lecture and one hour of recitation per week. Cr 4.

PHY 114 Introductory Physics Laboratory I
Experiments designed to illustrate the concepts studied in PHY 111 and PHY 121. Corequisite: PHY 111 or 121. Two hours per week. Cr 1.

PHY 116 Introductory Physics Laboratory II
Experiments designed to illustrate the concepts studied in PHY 112 and PHY 123. Corequisite: PHY 112 or PHY 123. Two hours per week. Cr 1.

PHY 121 General Physics I
The first of a two-semester sequence introducing the fundamental concepts of physics, using calculus. Topics to be covered include mechanics, waves, sound, and thermal physics. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. It should be taken with PHY 114, Introductory Physics Laboratory I. Prerequisite: completion of MAT 152 (highly recommended) or concurrent enrollment, or equivalent. Three hours of lecture and one and one-half hours of recitation per week. Cr 4.

PHY 123 General Physics II
A continuation of PHY 121, introducing the fundamental concepts of physics, using calculus. Topics to be covered include electricity, magnetism, and light. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. Should be taken concurrently with PHY 116, Introductory Physics Laboratory II. Prerequisites: grades of C or better in PHY 121 and MAT 152. Three hours of lecture and one and one-half hours of recitation per week. Cr 4.

PHY 211 Modern Physics I
The first of a two-semester sequence covering the principal topics that show the departure of physics from its classical roots. Topics will include special relativity, bohr models of the atom, Schrodinger's equation, the hydrogen atom, and atomic structure. Prerequisites: PHY 123 or PHY 112, and MAT 152. Cr 3.

PHY 213 Modern Physics II
A continuation of PHY 211, covering the physics of spin, multielectron atoms, molecules, semiconductors, nuclear physics, and particle physics. Prerequisite: PHY 211. Cr 3.

PHY 240 Intermediate Laboratory I
A selection of experiments designed to illustrate the more important principles of classical and modern physics. This team-oriented experimental course is modeled after how research teams work, with a strong emphasis on reproducible results. Typical experiments include measurement of Planck's constant, the charge to mass ratio of the electron, the speed of light, acceleration due to gravity, and the Universal Gravitational constant. Students will be expected to make oral presentations, write journal-quality laboratory reports using LaTeX. Six hours per week. Prerequisites: PHY 121, PHY 123, PHY 211, and PHY 261. Cr 3.

PHY 242 Intermediate Laboratory II
A continuation of PHY 240. Students will have the time to pursue a selection of experiments illustrating the important principles of classical and

modern physics in greater depth. This course also serves as the Department's capstone course. Prerequisite: PHY 240. Cr 3.

PHY 251 Principles of Electronics
An introduction to electronics including DC and AC circuits, transistors, operational amplifiers, and combinatorial and sequential logic devices. The laboratory will cover the use of electronic instrumentation as well as illustrate principles. Prerequisite: MAT 152 or equivalent, or permission of instructor. Cr 3.

PHY 261 Computational Physics
This project-oriented course uses the Python programming language and introduces methods of computer simulation and their diverse applications in the physical world. Examples of projects include projectile motion, planetary systems, chaotic systems, and thermal systems. Methods include numerical solutions to differential equations and Monte Carlo techniques. The course emphasizes structured programming, although no background in computer programming is required. Prerequisites: grade of C or higher in PHY 121 and prior or concurrent enrollment in MAT 153, or permission of instructor. Cr 3.

PHY 281 Astrophysics
An intermediate-level course in the physics of the astronomical universe. Topics covered include classical astronomy, celestial mechanics, the structure and evolution of stars and galaxies, and cosmology. No previous background in astronomy is required. Prerequisite: PHY 221. Cr 3.

PHY 314 Statistical and Thermal Physics
The fundamentals of classical thermodynamics and statistical mechanics. Topics covered include the laws of thermodynamics, heat engines and refrigerators, the Maxwell-Boltzmann distribution, the statistical concepts of temperature and entropy, the Fermi-Dirac, and Bose-Einstein distributions with applications to blackbody radiation, phonons, electrons in solids, and the Ising model. Prerequisites: PHY 123 and prior or concurrent enrollment in MAT 252. PHY 261 also recommended. Cr 3.

PHY 321 Classical Mechanics I
The first of a two-semester sequence offering an intermediate-level treatment of the principal topics of classical physics. Topics include particle motion, air resistance, energy and momentum conservation, oscillations, the calculus of variations, and Lagrangian Mechanics. Prerequisites: grade of C or higher in PHY 121 and prior or concurrent enrollment in MAT 252. Cr 3.

PHY 323 Classical Mechanics II
A continuation of PHY 321. This course discusses orbital mechanics, mechanics in non-inertial reference frames, rigid body motion, coupled oscillators and normal modes, Hamiltonian Mechanics, scattering theory, and continuum mechanics. Prerequisites: PHY 321 and MAT 252. Cr 3.

PHY 331 Electrodynamics I
This course covers static electric and magnetic fields, their interactions with electric charge and current, and their transformation properties; the effect of special relativity is incorporated. Macroscopic fields in material media are described. Prerequisites: grade of C- or higher in PHY 123 and prior or concurrent enrollment in MAT 252. Cr 3.

PHY 333 Electrodynamics II
This course covers time-dependent fields, electromagnetic induction, Maxwell's equations, electromagnetic wave propagation in various media and structures, electromagnetic radiation from charge and current distributions, and relativistic covariance of Maxwell's equations. Prerequisite: PHY 331. Cr 3.

PHY 341 Quantum Mechanics
A study of the quantum physics of atoms, nuclei, and particles. Topics covered include wave particle duality, the Schrodinger Wave Equation and its application to a variety of quantum systems, three-dimensional and time-dependent systems, and photons. Prerequisites: PHY 211, PHY 321, and MAT 252, or permission of instructor. Cr 3.

PHY 375 Optics
An intermediate-level study of the more important principles of geometric and physical optics, with illustrations of both classical and modern applications. Prerequisite: PHY 331. Cr 3.

PHY 390 Independent Laboratory Study in Physics
An independent study involving primarily laboratory work. Prerequisite: permission of instructor. Cr 1-3.

PHY 410 Independent Study or Internship in Physics
Reading and discussion of advanced subjects or instruction in special topics or research. Prerequisite: permission of instructor. Cr 1-3.

Psychology Overview

Chair of the Department: Elizabeth Vella

Professors: Stevenson, Thompson, Thornton, Vella; Assistant Professors: Gleason, Miller, Stewart

Psychology is the scientific study of the mind and behavior, a broad field that encompasses a variety of subdisciplines: neurophysiology (brain sciences), cognition (information processing), perceptual processes, learning, social psychology, developmental psychology, health psychology, clinical psychology, as well as key cultural aspects of psychology. Psychology majors also master foundations of research methods and statistical analysis.

The Department of Psychology offers a B.A. degree that can be accomplished in 4 years with full-time study. A minor in psychology is offered for students in other majors. The Department's focus is on educating students on the fundamentals of scientific theories and research methods within the field, and preparing them for graduate level studies and professions where they can utilize the wide array of skills and knowledge the degree confers: the ability to analyze problems systematically, use critical thinking to evaluate information, and understand human social dynamics and the ways we learn and process information.

BA in Psychology

Description

The Department of Psychology offers a four-year degree as well as courses for students majoring in allied fields or who would like an orientation to the field of psychology as part of their general education. Courses are designed to create awareness of fundamental principles of psychology, psychological research, and the means by which psychological knowledge is acquired. The emphasis is upon scientific inquiry into basic phenomena and principles of behavior, not upon development of clinical skills.

Program Requirements

Minimum number of credits (exclusive of the University's Core Curriculum) required for the major: 43

Students must achieve a 2.0 grade point average and grades of C- or better in all courses that count toward fulfillment of the major requirements.

Students who plan to major in Psychology should successfully complete PSY 100 Introduction to Psychology no later than the end of the sophomore year. Psychology majors also should complete PSY 205 Experimental Methodology and PSY 206 Methodology Lab no later than the end of the junior year.

In addition to meeting Departmental requirements for a major leading to a baccalaureate degree, students also must complete the University's Core Curriculum requirements.

Required Courses:
PSY 100 Introduction to Psychology
PSY 201 Statistics in Psychology
PSY 205 Experimental Methodology
PSY 206 Methodology Lab
PSY 220 Psychology of the Lifespan
PSY 230 Social Psychology
PSY 233 Abnormal Psychology
PSY 338 Theories of Personality
PSY 350 Psychology of Learning
PSY 360 Cognitive Processes
PSY 361 Sensation and Perception
PSY 365 Physiological Psychology

PSY 371 History and Systems of Psychology

Students must take at least two 300-400 level Psychology elective courses to complete the 43-hour minimum for the major. PSY 375 Psychology in the Public Interest satisfies the capstone requirement and also serves as an elective course. In addition, BIO 321 Neurobiology and BIO 405 Animal Behavior can be applied as psychology electives.

Successful completion of PSY 100 Introduction to Psychology is the prerequisite for all other psychology (PSY) courses except PSY 201 Statistics in Psychology.

Additional prerequisites for PSY 205, PSY 206, PSY 323, PSY 325, PSY 326, PSY 363, and PSY 371 are listed in the course descriptions.

Independent Study

With permission of a faculty sponsor, junior and senior psychology majors may elect to participate in PSY 400 Independent Study. No more than 12 credits may be earned at the 400 level, including the directed study options listed below.

Directed Study

With permission of a faculty sponsor, students may elect to participate in directed study in one or more of the following courses: PSY 401 Research Apprenticeship, PSY 405 Teaching Apprenticeship, and PSY 410 Internship/Field Experience.

The Department recommends that students who wish to take a more extensive program or who plan to enter graduate school elect, in consultation with their major advisor, other courses in psychology and also include study in related fields, such as mathematics, biology, philosophy, sociology, anthropology, computer science, health sciences, and social work.

Psychology majors who plan to attend graduate school should keep in mind that Graduate Record Examinations must be taken no later than December of the senior year. Students should plan to complete as many psychology courses as possible by the end of the fall semester of the senior year.

Department Policy on Repeated Courses

When a student repeats a course and earns a grade of A, B, C, D, F, H, P, or LP, the initial grade appears on the transcript but only the later grade is used in computing the grade point average or for credit. **No required course in which a student earns an unsatisfactory grade (below C-) can be repeated more than one time. Students earning an unsatisfactory grade in the repeated course will be dropped from the major. Students will have the option of appealing this decision; each student's appeal will be reviewed by the department chair, who will then notify the department on this matter. Guidelines for readmission to the major will be provided to students who are dropped.** Courses intended to repeat University of Southern Maine courses may be taken at other institutions; such courses will be accepted in accordance with the University's transfer policy. The transfer course accepted as a USM equivalent will receive USM credit but will not be calculated in the original GPA; the original USM course that was repeated will remain on the student's transcript but will be removed from both the credit and GPA calculations.

Minor in Psychology

Description

Students majoring in other fields are eligible to earn a minor in Psychology, which will demonstrate that they have taken a rigorous and comprehensive set of courses within the discipline. Such students are looking to broaden their educational experience with a designated program of study. This background can complement professional preparation of students in a diverse number of fields ranging from social and behavioral sciences, social services and human resources, applied health science, and business.

Program Requirements

Minimum number of credits required for the minor: 18

A grade of C- or better is required in all courses accepted for the minor.

Required Courses:
PSY 100 Introduction to Psychology (3 credits)

Three 300-level or above courses (9 credits)
Any additional PSY courses (6 credits)

Successful completion of PSY 100 Introduction to Psychology is the prerequisite for all other psychology (PSY) courses except PSY 201 Statistics in Psychology. No more than 3 credits total of PSY 401 Research Apprenticeship, PSY 405 Teaching Apprenticeship, or PSY 410 Internship/Field Experience may be used toward the 18 required credits. Students electing to take PSY 205 Experimental Methodology will effectively complete a 19-credit minor, due to the one-credit PSY 206 Methodology Lab corequisite requirement.

A minimum of 12 psychology credits must be taken at USM. A student who wishes to include as part of their minor any transfer course not established as equivalent to a USM psychology course must have the course approved by the Department of Psychology.

Psychology Course Descriptions

PSY 100 Introduction to Psychology
Introduction to the study of behavior as a natural science, including the following topics: research methods, biological foundations of behavior, sensation and perception, human development, motivation and emotion, learning and cognition, personality, psychopathology, and social behavior. This course is a prerequisite for all departmental courses, except PSY 201. Cr 3.

PSY 201 Statistics in Psychology
A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisite: SAT Math score at least 570, Accuplacer QAS score at least 263, or grade of C- or higher in MAT 100. Cr 3.

PSY 205 Experimental Methodology
Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Prerequisites: grades of C- or higher in PSY 100 and either PSY 201 or LOS 120; corequisite: PSY 206. Cr 3.

PSY 206 Methodology Lab
This course applies the scientific method to selected areas of experimental psychology. Such areas may include animal learning, physiological, sensation-perception, cognition, social-personality, and developmental psychology. Report writing and interpretation of statistical results will be emphasized. Prerequisites: grades of C- or higher in PSY 100 and either PSY 201 or LOS 120; corequisite: PSY 205. Cr 1.

PSY 220 Psychology of the Lifespan
This is a broad introductory course focusing on the theories, research methods, and the status of scientific knowledge about human development across the lifespan. The course focuses on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development from birth through adulthood. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 230 Social Psychology
This course considers major theories, research, and applications related to the social behavior of the individual. Topics include person perception and social cognition, attitudes and persuasion, aggression and helping behavior, interpersonal attraction, conformity and compliance, and group processes. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 233 Abnormal Psychology
The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses. Psychological, social, and biological factors that contribute to maladjustment are examined. Credit may not be earned for both SBS 303 and PSY 233. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 315 Psychology of Human Sexuality
This course provides an introduction to the psychological study of human sexuality. It will engage students in real world issues and provide opportunities to develop the expertise and practice the skills required to make informed choices about sexuality for themselves and their families. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 316 Psychology of Gender
This course provides in depth exposure to the psychology of gender and the psychological literature relevant to men, women, and people who use other labels to describe their gender. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 317 Cross-Cultural Psychology
The goal of this course is to provide an introduction to the central concepts and issues related to cross-cultural psychology. It will focus on defining and studying culture, as well as the ways culture interacts with and shapes a variety of psychological phenomena, including human

development, cognition, interpersonal interactions, and mental health. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 318 Applied Behavior Analysis
This course will focus on functional behavior assessment and behavior modification, introducing students to the principles of applied behavior analysis from an applied/clinical perspective. Specific topics of concentration will include observing, measuring, and graphing behavior; functional behavior assessment methods; reinforcement, punishment, and extinction; and developing, evaluating, and monitoring positive behavior intervention plans. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 323 Psychology of Infancy and Childhood
This is an advanced course where students with a solid background in developmental psychology will explore in detail the psychological issues and events that occur during the course of infancy and childhood. Current research focusing on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development of individuals from conception to puberty will be explored. Prerequisites: grades of C- or higher in PSY 100 and either PSY 220 or HRD/SBS 200. Cr 3.

PSY 325 Psychology of Adulthood and Aging
This is an advanced course in developmental psychology focusing on the adult portion of the lifespan. The course will provide an overview of the major theories, issues, and research in the scientific study of adulthood. The interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development will be examined. Prerequisites: grades of C- or higher in PSY 100 and either PSY 220 or HRD/SBS 200. Cr 3.

PSY 326 Psychology of Social and Linguistic Development
This seminar explores research addressing infant and child social and linguistic development. The main focus is on brain development, temperament, attachment, linguistic growth, and early social cognition as the basis for children's emergent social and communicative competence. Students are expected to contribute to discussion and debates each week. Prerequisites: grades of C- or higher in PSY 100 and either PSY 220 or HRD/SBS 200. Cr 3.

PSY 338 Theories of Personality
This course is a survey of major classical and contemporary approaches to the study of personality and individual differences. Different theories are examined in detail, their influence on current thinking is considered, and their research contributions are evaluated. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 350 Psychology of Learning
Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Emphasis is placed on operant and respondent conditioning and the experimental analysis of behavior. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 360 Cognitive Processes
A review of contemporary experimental and theoretical work on human information processing. Topics include pattern recognition, memory, attention, decision making, language, problem solving, and creativity. Emphasis will be placed on research methodology and on the interpretation of experimental findings. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 361 Sensation and Perception
An examination of perceptual processes and sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 363 Human Factors in Regulatory Compliance and Social Policy
Introduces classic and contemporary theory within psychology, sociology, anthropology, and legal studies to understand why regulations exist and how human beings create, respond to, and navigate them. Students learn about core constructs that impact both individual and group-level (e.g., corporate) decision-making and policy making, and to use these analytical frameworks to understand the role of poverty, affluence, education, and governmental structure on how regulatory control is created and sustained within social systems. Prerequisites: grades of C- or higher in PSY 100 and ENG 100. Cr 3.

PSY 365 Physiological Psychology
Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 366 Drugs, Mind, and Behavior
Introduces principles of psychopharmacology, mechanisms of action, and effects of drugs on behavior, including therapeutic and recreational use of drugs and theories relating to use and misuse of drugs that can lead to addiction. Changes in brain function related to use or misuse of drugs will be discussed. Prerequisite: grade of C- or higher in PSY 100; PSY 365 is recommended. Cr 3.

PSY 368 Health Psychology
This course is designed to introduce the student to the discipline of health psychology from a bio-psychosocial perspective. An integrative approach will be provided via discussion of the biological and psycho-physiological foundations of health and disease, including the topics of

stress and coping, prevention, diet, substance abuse, and chronic illness. Prerequisite: grade of C- or higher in PSY 100. Cr 3.

PSY 371 History and Systems of Psychology
This course will reflect upon the field of psychology by examining the history and evolution of ideas over time. Students will evaluate early philosophical approaches that informed the questions and methods of psychologists, including Greek philosophy and classical systems of psychology. They will consider how social and cultural contexts may have shaped psychologists' views and influenced the directions of research. Prerequisites: grade of C- or higher in PSY 100, and junior or senior standing. Cr 3.

PSY 375 Psychology in the Public Interest
The major objective of public interest advocacy is to solve fundamental problems of human justice concerning the equitable and fair treatment of all segments of society. This course is designed for motivated students who are eager to apply their knowledge of psychological science to confront some of society's most difficult social problems. This course will help students develop the skills and expertise necessary to advocate successfully on public interest issues. Students will be expected to produce a variety of writing samples and written documents and an advocacy video that illuminate their developing understanding of the issue they choose as well as the related experiences and skills necessary to facilitate change. Prerequisites: grade of C- or higher in PSY 100, and junior or senior standing. Recommended: successful completion of the Ethical Inquiry, Social Responsibility, and Citizenship general education requirement. Cr 3.

PSY 400 Independent Study
This course provides junior and senior psychology majors the opportunity to pursue guided reading/research on a topic of their choosing. Each independent study project will be conducted with advice and guidance from the sponsoring faculty member. Prerequisites: junior or senior standing, grades of C- or better in PSY 205 and PSY 206, completion of independent study application describing the proposed reading/research project, and permission of faculty sponsor. Cr 1-3.

PSY 401 Research Apprenticeship
This course provides students the opportunity to develop further insight into the research process through direct involvement with ongoing faculty research. Prerequisites: completion of application and permission of faculty sponsor. Cr 1-3.

PSY 405 Teaching Apprenticeship
This course provides students the opportunity to assist teaching faculty and to develop deeper understanding of course materials and college teaching. Teaching apprentices are selected by faculty. Prerequisites: completion of application and permission of faculty sponsor. Cr 1-3.

PSY 410 Internship/Field Experience
This course provides junior and senior psychology majors the opportunity to apply their psychology training in organizations and community service projects. Prerequisites: completion of application describing the tasks or activities students will perform, permission of faculty sponsor and department chair. Cr 0.5-6.

Technology Overview

Chair of the Department: Mark Monnin

Assistant Professor: Sussman; Lecturers: Hayes, Monnin

Programs in the Department of Technology develop management and technical professionals for employment in a wide variety of technical environments. The curriculum consists of general education, a technical specialty, and management courses that produce graduates with the specialty and general education combination widely sought by today's organizations. In these programs, technical and related concepts are presented in an applied approach encompassing classroom interaction, laboratory activities, field experiences, engagement with local business and industry, and opportunities for internships and cooperative education.

The Department offers four degree programs leading to a bachelor of science (B.S.) in technology management with concentrations in industrial management, precision manufacturing, information and communications technology, and electro-mechanical systems; a bachelor of science (B.S.) in applied technical leadership that builds on a variety of associate degrees and experience; a bachelor of science (B.S) in information technology; and a bachelor of science (B.S.), master of science (M.S.), and certificate of graduate study in cybersecurity.

Admission Requirements

Students must meet all University of Southern Maine admission requirements.

The Department of Technology has approved transfer pathways from several of Maine's community colleges and regionally accredited community or technical colleges. These pathways allow individuals with specific associate's degrees to complete a bachelor of science degree with a focus in areas such as: industrial management, electro-mechanical systems, precision manufacturing, information and communications technology, and information technology.

Students seeking admission to the B.S. in applied technical leadership will be screened for either an associate degree or a combination of occupational experience and training equivalent to an associate degree. Students without an associate degree are required to prepare a portfolio documenting their competence through USM's Office for Prior Learning Assessment.

Internship

The Department of Technology, recognizing the value of integrating theory and practice through application in actual work environments, encourages internships for qualified students. An internship provides a wide range of opportunities for applying knowledge and skills obtained in a classroom or laboratory to actual work situations. Permission of the advisor and the internship coordinator is needed to register for an internship.

Laboratory fees

Laboratory fees to cover costs of materials, supplies, and computer resources are added to ITT and ITS courses.

BS in Applied Technical Leadership

Description

This degree program is designed for non-traditional or transfer students to provide career advancement opportunities for experienced personnel employed in a variety of technically oriented career fields such as fire science, law enforcement, medical technology, business operations, service industries, and others.

Students seeking admission to the applied technical leadership degree program will be screened for either an associate degree or a combination of non-credit training and experience equivalent to an associate degree. Students without an associate degree are required to prepare a portfolio documenting their competence.

Program Requirements

Minimum number of credits required for the degree: 121

University Core Curriculum Requirements
College Writing
Quantitative Reasoning: MAT
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic Cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
LOS 270 Introduction to Leadership
MAT 120 Introduction to Statistics
One computer course
One natural science course

Departmental Requirements: Professional Courses
ACC 110 Financial Accounting Information for Decision Making
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 280 Managing Organizations in a Technological Environment
ITP 310 Facility Planning
ITP 340 Quality Management
ITP 350 Leadership, Teambuilding and Facilitation
ITP 381 Human Resource Development
ITP 410 Technical Operations and Strategies
ITP 490 Cost Analysis and Control
ITS 320 Workplace Safety and Health Management Systems

Departmental Requirements: Technical and Occupational Specialization (36 cr)
ITT 400 Occupational Competency
STH 440 Internship
Portfolio Assessment

General Electives (6 cr)

BS in Cybersecurity

Description

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 skilled cybersecurity professionals. One of the fastest growing job markets, demand for cybersecurity professionals over the past five years grew 3.5 times faster than demand for other IT jobs and about 12 times faster than all other jobs. According to the Department of Labor, demand for computer security specialists will grow as businesses and government invest more heavily in cybersecurity to protect vital computer networks and electronic infrastructures from attack.

The B.S. degree in cybersecurity (BSCS) is relevant to the rapidly changing landscape of information security. The techniques, policies, operational procedures, and technologies that secure and defend information systems in local and more broadly based domains will be covered. Hands-on learning is an integral part of the B.S. in cybersecurity both in the classroom and in the department's virtual lab. Students gain

experience in defending simulated cybersecurity attacks and develop skills that can be applied immediately in the workplace.

Program Requirements

Minimum number of credits required for the degree: 121

University Core Curriculum Requirements
College Writing
EYE 112 Built Environment
Quantitative Reasoning: MAT 120 Introduction to Statistics
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introductory Physics and Lab or PHY 111, 114 Elements of Physics I and Lab or CHY 113, 114 Principles of Chemistry I and Lab or BIO 101, 102 Biological Foundations and Lab
Ethical Inquiry, Social Responsibility, and Citizenship: PHI 235 Philosophy, Social Media, and Security
Diversity
International
Engaged Learning
Core Electives: Thematic Cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 350 Leadership, Teambuilding and Facilitation
MAT 108 College Algebra
MAT 145 Discrete Math

Departmental Requirements: Technical Courses
ITT 181 Computing Technologies
ITT 200 Introduction to Cybersecurity
ITT 272 Networking I
ITT 362 Operating Systems Security
ITT 373 Networking II
ITT 376 Network Defense
ITT 383 Databases
ITT 385 Integrative Programming
ITT 413 Ethical Hacking
ITT 451 Cyber Laws, Policies, and Ethics
ITT 482 Computer Systems Forensics
COS 160 Structured Programming: Java
COS 170 Structured Programming Laboratory
COS 161 Algorithms in Programming
COS 184 Python Programming
COS 285 Data Structures
STH 440 Internship

Technical Electives: COS or CYB or ITT (9 credits)

General Electives (6 credits)

BS in Information Technology

Description

The B.S. degree in information technology is designed to prepare individuals to develop, manage, and maintain computer and network systems in

organizations. Areas of study include: organizational issues and information systems, application technologies, software methods and technologies, systems infrastructure, and computer hardware and architecture.

The degree is specifically designed to accommodate students with associate degrees in information technology; however, a four-year curriculum is available for traditional students with no transfer credit.

Program Requirements

Bachelor of Science in Information Technology (for traditional students)

Minimum number of credits required for the degree: 121

University Core Curriculum Requirements
College Writing
EYE 112 Built Environment
Quantitative Reasoning: MAT 120 Introduction to Statistics
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introductory Physics and Lab; PHY 111, 114 Elements of Physics I and Lab; CHY 113, 114 Principles of Chemistry I and Lab; or BIO 101, 102 Biological Foundations and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic Cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 350 Leadership, Teambuilding and Facilitation
MAT 108 College Algebra
MAT 145 Discrete Math

Departmental Requirements: Technical Courses
ITT 181 Computing Technologies
ITT 200 Introduction to Cybersecurity
ITT 272 Networking I
ITT 281 Internet Web Site Development
ITT 363 Server Administration and Maintenance
ITT 373 Networking II
ITT 376 Network Defense
ITT 382 Advanced Web Site Development
ITT 383 Databases
ITT 385 Integrative Programming
ITT 486 User Experience
ITT 487 Operations Senior Seminar
COS 160 Structured Programming: Java
COS 170 Structured Programming Laboratory
COS 161 Algorithms in Programming
STH 440 Internship

COS or CYB or ITT Electives (15 credits)

General Electives (6 credits)

Bachelor of Science in Information Technology (for transfer students)

Minimum number of credits required for the degree: 120

University Core Curriculum Requirements

College Writing
EYE 112 Built Environment
Quantitative Reasoning: MAT 120 Introduction to Statistics
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introductory Physics and Lab; PHY 111, 114 Elements of Physics I and Lab; CHY 113, 114 Principles of Chemistry I and Lab; or BIO 101, 102 Biological Foundations and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic Cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 350 Leadership, Teambuilding and Facilitation
MAT 108 College Algebra
MAT 1XX Finite Math

Departmental Requirements: Technical Courses
Technical courses within the major differ depending on the community college curriculum but are fulfilled by courses taken as part of an associate degree in information technology plus selected courses at USM. Competency standards identified by the Association for Computing Machinery and articulation agreements between the schools are used to determine course equivalencies.

General Electives (variable credits)

BS in Technology Management

Description

The technology management degree program prepares individuals to become technically oriented management professionals who plan, direct, organize, and control operations in a variety of industrial, business, and service organizations. Students concentrate in one of the following areas.

Industrial Management Concentration

This concentration is designed to prepare graduates for leadership and management positions in a variety of technical environments. Students in this concentration take courses to understand the many organizational elements and functions comprising industrial operations and will develop a broad-based, cross-sectional, and functional understanding as a "generalist" management professional. This concentration is only available to transfer students with an associate degree in a technical discipline and nontraditional students with related technical experience and training equivalent to an associate degree.

Information and Communications Technology Concentration

This concentration is designed to prepare graduates for leadership and management positions in a computer applications-oriented environment integral to most organizations. Students in this concentration take courses that emphasize theory and application relating to the management and operation of computer and technical systems used for communications, information management, control technology, and publishing. Students completing this program will develop a focused understanding of computer applications-based and data- and information-intensive operations. Students may also elect to complete minors in computer science, economics, or studio art. This concentration is available to four-year students and transfer students with an associate degree in an information related discipline and nontraditional students with related technical experience and training equivalent to an associate degree in an information related discipline.

Precision Manufacturing Concentration

This concentration is designed to prepare graduates for professional careers in leadership and management that emphasize theory and application

of computer-intensive and automated manufacturing environments. Students in this concentration take management oriented courses to enhance their skills and training in areas such as project management, teaming, industrial organization, facility planning, supply chain management, quality, cost analysis and control, safety, accounting, and information systems. This concentration is only available to transfer students with an associate degree in a machine tool or precision machining discipline and nontraditional students with related technical experience and training equivalent to an associate degree.

Electro-Mechanical Systems Concentration

This concentration is designed to prepare graduates for professional careers in leadership and management that emphasize theory and application of computer-controlled and automated equipment-intensive environments. Students in this concentration utilize their skills and training relating to the design, control, and integration of electrical, mechanical, hydraulic, and pneumatic components and assemblies. Students completing this program will develop an understanding of managing projects and leading teams focused on power and control systems utilized in industrial, environmental protection, construction, medical, transportation, alternative energy, and military sectors. This concentration is only available to transfer students with an associate degree in an electrical, electronic, or mechanical systems discipline and nontraditional students with related technical experience and training to satisfy the technical competency requirements of the concentration.

Program Requirements

All students must meet University Core Curriculum requirements and additional departmental requirements. Specific requirements for B.S. degree programs offered through the Department of Technology are indicated below. A minimum of 15 credit hours or 5 courses must be taken in the Department of Technology.

NOTE: Students in the technology management degree program will be required to complete a senior assessment as part of the graduation requirement.

- Concentration in Industrial Management (for nontraditional and transfer students)
- Concentration in Information and Communications Technology (for traditional students)
- Concentration in Information and Communications Technology (for nontraditional and transfer students)
- Concentration in Precision Manufacturing (for nontraditional and transfer students)
- Concentration in Electro-Mechanical Systems (for nontraditional and transfer students)

Concentration in Industrial Management (for nontraditional and transfer students)

Minimum number of credits required for the degree: 121

University Core Curriculum requirements
College Writing
Quantitative Reasoning: MAT 140 Pre-calculus Mathematics (or above)
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introduction to Physics and Lab or PHY 111, 114 Elements of Physics I and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITT 181 Computing Technologies
MAT 108 College Algebra
MAT 120 Introduction to Statistics
Physical Science

Departmental Requirements: Professional Courses
ACC 110 Financial Accounting Information for Decision Making
ITP 230 Project Management
ITP 280 Managing Organizations in a Technological Environment
ITP 310 Facility Planning
ITP 330 Supply Chain Management
ITP 340 Quality Management

ITP 350 Leadership, Teambuilding and Facilitation
ITP 381 Human Resource Development
ITP 410 Technical Operations and Strategies or ITP 250 Management Information Systems
ITP 490 Cost Analysis and Control
ITS 320 Workplace Safety and Health Management Systems

Departmental Requirements: Technical and Occupational Specialization (36 credits)
ITT 400 Occupational Competency (Portfolio Assessment) or an associate degree from an accredited institution with Department approval

General Electives (6 credits)

Concentration in Information and Communications Technology (for traditional students)

Minimum number of credits required for the degree: 121

University Core Curriculum Requirements
College Writing
EYE 112 Built Environment
Quantitative Reasoning: MAT 140 Pre-calculus Mathematics (or above)
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introduction to Physics and Lab or PHY 111, 114 Elements of Physics I and Lab or CHY 113, 114 Principles of Chemistry I and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITP 250 Management Information Systems
MAT 108 College Algebra
MAT 120 Introduction to Statistics
Computer Programming
Physical Science

Departmental Requirements: Professional Courses
ITP 230 Project Management
ITP 280 Managing Organizations in a Technological Environment
ITP 350 Leadership, Teambuilding and Facilitation
ITP 381 Human Resource Development
ITS 320 Workplace Safety and Health Management Systems

Departmental Requirements: Professional Electives (12 credits)
Students may choose from approved ITP courses. Alternatively, students completing an approved minor may use courses in their minor as professional electives if they are not required courses in the technology management program or otherwise used to fulfill technology management degree requirements. Courses may not be used to fulfill more than one requirement in the degree. When the minor is used to fulfill the Core Electives, the remaining minor courses may be used as professional electives up to the 1/3 restriction of the Core Curriculum. The remaining professional elective requirements will be filled using department professional courses. Approved minors are: computer science, economics, and studio art.

Departmental Requirements: Technical Courses
ITT 181 Computing Technologies
ITT 200 Intro to Cybersecurity
ITT 241 Information and Communications Technologies
ITT 272 Networking I
ITT 281 Internet Web Site Development
ITT 343 Graphic Communication Technologies
ITT 373 Networking II
ITT 382 Advanced Web Site Development

Technical Electives (15 credits of ITT courses)

General Elective (3 credits)

Concentration in Information and Communications Technology (for nontraditional and transfer students)

Minimum number of credits required for the degree: 121

University Core Curriculum Requirements
College Writing
Quantitative Reasoning: MAT 140 Pre-calculus Mathematics (or above)
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introduction to Physics and Lab or PHY 111, 114 Elements of Physics I and Lab or CHY 113, 114 Principles of Chemistry I and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ITP 210 Technical Writing
ITP 250 Management Information Systems
MAT 108 College Algebra
MAT 120 Introduction to Statistics
Computer Programming
Physical Science

Departmental Requirements: Professional Courses
ITP 230 Project Management
ITP 280 Managing Organizations in a Technological Environment
ITP 350 Leadership, Teambuilding and Facilitation
ITP 381 Human Resource Development
ITS 320 Workplace Safety and Health Management Systems

Professional Electives - 12 credits
Students may choose from approved ITP courses. Alternatively, students completing an approved minor may use courses in their minor as professional electives if they are not required courses in the technology management program or otherwise used to fulfill technology management degree requirements. Courses may not be used to fulfill more than one requirement in the degree. When the minor is used to fulfill the Core Electives, the remaining minor courses may be used as professional electives up to the 1/3 restriction of the Core Curriculum. The remaining professional elective requirements will be filled using department professional courses. Approved minors are: computer science, economics, and studio art.

Departmental Requirements: Information and Communications Specialization (36 credits)
An associate degree from an accredited institution with Department approval.

General Electives (9 credits)

Concentration in Precision Manufacturing (for nontraditional and transfer students)

Minimum number of credits required for the degree: 121

University Core Curriculum requirements
College Writing
Quantitative Reasoning: MAT 140 Pre-calculus Mathematics (or above)
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introduction to Physics and Lab or PHY 111, 114 Elements of Physics I and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity

International
Engaged Learning
Core Electives: Thematic cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ACC 110 Financial Accounting Information for Decision Making
ITP 210 Technical Writing
ITT 181 Computing Technologies
MAT 108 College Algebra
MAT 120 Introduction to Statistics
Physical Science

Departmental Requirements: Professional and Technical Courses
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 280 Managing Organizations in a Technological Environment
ITP 310 Facility Planning
ITP 330 Supply Chain Management
ITP 340 Quality Management
ITP 350 Leadership, Teambuilding and Facilitation
ITP 381 Human Resource Development
ITP 410 Technical Operations and Strategies
ITP 490 Cost Analysis and Control
ITS 320 Workplace Safety and Health Management Systems
STH 440 Internship or ITP or ITT Elective

Departmental Requirements: Technical or Occupational Specialization (36 credits)
ITT 400 Occupational Competency (Portfolio Assessment) or an associate degree from an accredited institution with Department approval.

Concentration in Electro-Mechanical Systems (for nontraditional and transfer students)

Minimum number of credits required for the degree: 121

University Core Curriculum requirements
College Writing
Quantitative Reasoning: MAT 140 Pre-calculus Mathematics (or above)
Creative Expression
Cultural Interpretation
Socio-cultural Analysis: ECO 101 Introduction to Microeconomics or ECO 102 Introduction to Macroeconomics
Science Exploration: PHY 101, 102 Introduction to Physics and Lab or PHY 111, 114 Elements of Physics I and Lab
Ethical Inquiry, Social Responsibility, and Citizenship
Diversity
International
Engaged Learning
Core Electives: Thematic cluster in Professional Practices recommended
Capstone: ITT 460 Capstone

Departmental Requirements: Foundational Courses
ACC 110 Financial Accounting Information for Decision Making
ITP 210 Technical Writing
ITT 181 Computing Technologies
MAT 108 College Algebra
MAT 120 Introduction to Statistics
Physical Science

Departmental Requirements: Professional and Technical Courses
ITP 230 Project Management
ITP 250 Management Information Systems
ITP 280 Managing Organizations in a Technological Environment
ITP 310 Facility Planning
ITP 330 Supply Chain Management
ITP 340 Quality Management
ITP 350 Leadership, Teambuilding and Facilitation

ITP 381 Human Resource Development
ITP 410 Technical Operations and Strategies
ITP 490 Cost Analysis and Control
ITS 320 Workplace Safety and Health Management Systems
STH 440 Internship or ITP or ITT Elective

Departmental Requirements: Technical or Occupational Specialization (36 credits)
ITT 400 Occupational Competency (Portfolio Assessment) or an associate degree from an accredited institution with Department approval.

Note: Completion of the electro-mechanical concentration requires a minimum of 121 credits satisfying the University, department, professional, and technical requirements. Academic course equivalency or transfer from regionally accredited related associate degree programs can only be applied to the University, department, or technical requirements via portfolio assessment or transfer. Students interested in the electro-mechanical concentration must meet with an academic advisor regarding the suitability of credit for portfolio assessment or articulation as applied to the 121-credit requirement for graduation.

Minor in Cybersecurity

Description

This minor is designed to provide students with a broad range of courses in cybersecurity and related areas. Almost every aspect of modern communications is subject to cybersecurity attacks. Cybersecurity techniques and associated hardware and software are growing at an accelerating pace. Along with these fast-paced technologies, the attacks are becoming more sophisticated and frequent. As a result, new and exciting jobs in cybersecurity are emerging on a daily basis.

To obtain a minor in the Department of Technology, students must take at least nine credits in the minor beyond those used in their major, technical, or professional courses in another degree in the Department of Technology, or another minor.

Students can obtain only one minor in a degree or concentration in the Department of Technology, and that minor cannot be in another concentration in their degree.

Only six transfer credits can be used toward a minor in a degree or concentration in the Department of Technology, and they must be equivalent to courses in the minor. Transfer courses are subject to review by the minor advisor and subject matter expert.

Any exceptions to this policy must be approved by a vote of the Department faculty.

Program Requirements

A minimum of 18 credit hours is required from the following courses monitored by a faculty advisor in the Department. Admission to the minor requires completion of at least 24 credits in the student's major with a grade point average of 2.0. Successful completion of the minor requires a grade point average of 2.0 in courses making up the minor.

Required Courses
ITT 200 Introduction to Cybersecurity (3 cr)
ITT 272 Networking I (3 cr)

Choose three courses from Group A
ITT 362 Operating Systems Security (3 cr)
ITT 376 Network Defense (3 cr)
ITT 413 Ethical Hacking (3 cr)
ITT 482 Computer Systems Forensics (3 cr)

Choose one course from Group B
ACC 110 Financial Accounting Information for Decision Making (3 cr)
BUS 280 Legal Environment of Business (3 cr)
COS 398 Professional Ethics and Social Impact of Computing (3 cr)
PHI 235 Philosophy, Social Media, and Security (3 cr)
RMI 320 Introduction to Risk Management and Insurance (3 cr)

Minor in Industrial Management

Description

This minor is designed to provide students with a variety of management courses valuable in technical environments. Students take courses to understand the many organizational elements and functions composing industrial operations. Students completing this minor will develop a broad-based, cross-sectional, and functional understanding as a "generalist" management professional.

To obtain a minor in the Department of Technology, students must take at least nine credits in the minor beyond those used in their major, technical, or professional courses in another degree in the Department of Technology, or another minor.

Students can obtain only one minor in a degree or concentration in the Department of Technology, and that minor cannot be in another concentration in their degree.

Only six transfer credits can be used toward a minor in a degree or concentration in the Department of Technology, and they must be equivalent to courses in the minor. Transfer courses are subject to review by the minor advisor and subject matter expert.

Any exceptions to this policy must be approved by a vote of the Department faculty.

Program Requirements

A minimum of 18 credit hours is required from the following courses monitored by a faculty advisor in the Department. Admission to the minor requires completion of at least 24 credits in the student's major with a grade point average of 2.0. Successful completion of the minor requires a grade point average of 2.0 in courses making up the minor.

Courses
ITP 210 Technical Writing (3 cr)
ITP 230 Project Management (3 cr)
ITP 250 Management Information Systems (3 cr)
ITP 280 Managing Organizations in a Technological Environment (3 cr)
ITP 310 Facility Planning (3 cr)
ITP 330 Supply Chain Management (3 cr)
ITP 340 Quality Management (3 cr)
ITP 350 Leadership, Teambuilding and Facilitation (3 cr)
ITP 381 Human Resource Development (3 cr)
ITP 410 Technical Operations and Strategies (3 cr)
ITP 490 Cost Analysis and Control (3 cr)
ITS 320 Workplace Safety and Health Management Systems (3 cr)

Minor in Information and Communications Technology

Description

This minor is designed to provide students with a variety of courses in information and communications technologies. Most if not all organizations use digital information and communications systems, and employees increasingly are expected to have skills in those areas.

To obtain a minor in the Department of Technology, students must take at least nine credits in the minor beyond those used in their major, technical or professional courses in another degree in the Department of Technology, or another minor.

Students can obtain only one minor in a degree or concentration in the Department of Technology, and that minor cannot be in another concentration in their degree.

Only six transfer credits can be used toward a minor in a degree or concentration in the Department of Technology, and they must be equivalent to courses in the minor. Transfer courses are subject to review by the minor advisor and subject matter expert.

Any exceptions to this policy must be approved by a vote of the Department faculty.

Program Requirements

A minimum of 18 credit hours is required from the following list of courses monitored by a faculty advisor in the Department. Admission to the minor requires completion of at least 24 credits in the student's major with a grade point average of 2.0. Successful completion of the minor requires a grade point average of 2.0 in courses making up the minor.

Courses
COS 160, 170 Structured Programming: Java and Structured Programming Laboratory (4 cr)
ITT 200 Introduction to Cybersecurity (3 cr)
ITT 231 Technical Visualization (3 cr)
ITT 241 Information and Communication Technologies (3 cr)
ITT 270 Introduction to Computer Hardware (3 cr)
ITT 272 Networking I (3 cr)
ITT 281 Internet Web Site Development (3 cr)
ITT 282 Computer-Aided Design (3 cr)
ITT 311 Infrastructure Communication Systems (3 cr)
ITT 343 Graphic Communication Technologies (3 cr)
ITT 344 Digital Video and Media Streaming Technologies (3 cr)
ITT 373 Networking II (3 cr)
ITT 376 Network Defense (3 cr)
ITT 382 Advanced Web Site Development (3 cr)
ITT 444 Animation and Motion Imaging Technologies (3 cr)
ITT 451 Cyber Laws, Policies, and Ethics (3 cr)

Minor in Project Management

Description

This minor is designed to provide students with an understanding of the various components associated with planning, executing, monitoring, and controlling projects in a variety of settings. It provides knowledge of predictive and adaptive approaches to project management and a foundation in the associated principles, techniques, and tools. Students are exposed to a broad range of content and applications consistent with contemporary approaches to managing projects and working in multidisciplinary environments.

To obtain a minor in the Department of Technology, students must take at least nine credits in the minor beyond those used in their major, technical, or professional courses in another degree in the Department of Technology, or another minor.

Students can obtain only one minor in a degree or concentration in the Department of Technology, and that minor cannot be in another concentration in their degree.

Only six transfer credits can be used toward a minor in a degree or concentration in the Department of Technology, and they must be equivalent to courses in the minor. Transfer courses are subject to review by the minor advisor and subject matter expert.

Any exceptions to this policy must be approved by a vote of the Department faculty.

Program Requirements

A minimum of 15 credit hours from the following courses monitored by a faculty advisor in the Department. Admission to the minor will require the completion of at least 24 credits in the student's major with a grade point average of 2.0. Successful completion of the minor will require a grade point average of 2.0 in the courses making up the minor.

Required Courses (9 cr)
ITP 230 Project Management (3 cr)
ITP 331 Agile/Adaptive Project Management (3 cr)
ITP 490 Cost Analysis and Control (3 cr)

Select two from the following (6 cr)

ITP 280 Managing Organizations in a Technological Environment (3 cr)
ITP 340 Quality Management (3 cr)
ITP 350 Leadership, Teambuilding and Facilitation (3 cr)
ITP 381 Human Resource Development (3 cr)
ITP 410 Technical Operations and Strategies (3 cr)

Technology 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.

College of Science, Technology, and Health Course Descriptions

GRN 300 Aging and the Family
Connecting with family members is crucial for the delivery of a successful care plan. This course explores how providers can address the psychosocial challenges of family members who are caring for an aging adult. Unpaid family caregivers are responsible for providing the majority of long term care for people who are living with chronic illness and progressive dementia. We will examine the challenges that impact caregiving including physical, emotional and spiritual strain, and how health care providers and social service professionals can provide information, resources and support that will lead to sustainable outcomes for both the family member and the care recipient. Prerequisites: College writing, and any PSY or SOC course. Cr 3.

GRN 313 Health in Later Years
This project-based course is designed for students from diverse fields who are interested in health and aging. The population of older people in the United States is growing at a rate that is unprecedented in American history and no matter what your career path this growth will impact you. Knowledge about illness, medications, physical activity, nutrition, sexuality, cognition and health care delivery will be some of the topics presented. Students will obtain essential information needed to provide effective care for aging clients, patients, loved ones, and themselves. Some community experiences will be expected. Cr 3.

GRN 315 Rehabilitation Services for Older Adult
This course will discuss rehabilitation services for older adults within the present health care system including types of services, cost and reimbursement for services and responsibilities of different rehabilitation professionals. The course will look at the role of the rehabilitation professional in the delivery of services in a variety of medical and community settings typical for older adults. The course will review common conditions for older adults including cardiac, pulmonary, neuromuscular, and orthopedic conditions and provide evidence-based examples of interventions commonly utilized in the rehabilitation profession. Finally, the role of rehabilitation in health promotion, prevention, and well-being will be explored. Prerequisites: College writing and any PSY or SOC course. Cr 3.

GRN 318 Adult Development and Aging
This advanced course surveys human development from post-adolescence through old age, including death and dying research. The study of adult development and aging addresses physical, cognitive and social-emotional growth as a set of dynamically interacting features of adult development, shaped by genes and environment. These topics will be addressed by exploring contemporary research in psychology, medicine and gerontology. Students will also explore current issues and debates in applied adult development research. There is an emphasis on being able to critically evaluate trends in methodology and application of development research. Cr 3.

GRN 390 Evaluation and Assessment of Older Adults
This course is designed for students who are interested in developing and refining skills in the evaluation and health assessment of older adults. The populations of the world and the United States will almost double by 2030. With the unprecedented increase in the number of older adults there is a growing need to understand their unique social and health care needs. Students will gain insight into the evaluation and health assessment process needed to promote health and well-being in older adults. Prerequisites: College writing and any PSY or SOC course. Cr 3.

STH 111 Life Science and Ecology for K-8 Teachers
Provides prospective elementary teachers a deep understanding of the life science and ecology concepts they would be expected to teach up through the eighth grade level according to the Next Generation Science Standards. The course also covers the process and design skills needed to be scientifically literate. The associated laboratory activities are included as part of the course, and students experience science that is directly connected to everyday experiences. Cr 4.

STH 112 Physical and Earth/Space Science for K-8 Teachers
Provides prospective elementary teachers a deep understanding of the physical science and earth/space concepts they would be expected to teach up through the eighth grade level according to the Next Generation Science Standards. The course also covers the process and design skills needed to be scientifically literate. The associated laboratory activities are included as part of the course, and students experience science that is

directly connected to everyday experiences. Cr 4.

STH 200 Learning Assistants Seminar
This course prepares Learning Assistants (LAs) to successfully support students enrolled in any course that incorporates the Learning Assistant model. It integrates learning theory with practice, emphasizing the application of both areas to the LA role. Course concepts may include conceptual development, active learning strategies, listening and questioning, classroom facilitation, collaborative learning, and instruction differentiation. Students participate in activities designed to increase their understanding and capacities as peer educators. LAs are required to enroll in this pedagogy course during their first semester in the LA Program, and subsequent participation in the LA Program is contingent upon successful completion of this course. Cr 0-1.

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.

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.

Lewiston-Auburn College's interdisciplinary majors include:

- B.A. degree in Natural and Applied Sciences
- B.A. degree in Social and Behavioral Sciences
- B.S. degree in Leadership and Organizational Studies

In addition, the College offers:

- B.A. degrees which lead to K-8 Teacher Certification and Secondary Life Science Teacher Certification
- B.S. degree in Nursing extended from USM's Portland-based School of Nursing and offered in its entirety at the Lewiston campus*

The College also 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 undergraduate and graduate application information.

*Graduation requirements for extended degree programs can be found under their respective academic colleges.

Undergraduate Graduation Requirements

To be eligible for graduation with a baccalaureate degree and major, students must successfully complete all of the following:

- 120 credit hours including all Core and major requirements
- At least 30 credit hours in 300- to 400-level USM courses offered by Lewiston-Auburn College, and have obtained a minimum overall grade point average of 2.0. Per USM's residency requirement: 30 of the last 45 credits taken must be completed at USM.

B.S. in Nursing

The entry-level baccalaureate program in nursing is offered at Lewiston-Auburn College through the USM School of Nursing. Students admitted to this program at LAC will be able to complete all their coursework on the Lewiston campus and a limited number of online courses. Please refer to the School of Nursing section of the Undergraduate Catalog for more information about this program and the admission process.

MOT Accelerated Option

Students may complete their undergraduate and graduate education in five (5) years by selecting this option. Students (WHO IDENTIFY AS MOT Accelerated AND) who are matriculated into Social and Behavioral Sciences, Natural and Applied Sciences, or Health Science undergraduate programs must apply to the MOT program in the fall of their junior year. They must complete the following by August of the year they plan to enter the program:

- USM Core curriculum requirements;
- Academic major requirements; and
- MOT prerequisite requirements.

Please refer to the graduate catalog for more information.

Leadership Studies Overview

Today's best leaders understand that innovation, diversity, and continuous improvement are essential to good leadership. Students in USM's Leadership programs learn flexible tools and best practices for excelling in complex environments. We promote the best in leadership knowledge and practice to improve the quality and diversity of leadership in organizations and communities -- regionally, nationally, and internationally. We see leadership as an activity, not a position.

We believe in:

- Integrating theory and practice
- Reflection-in-action
- Continuous development
- Collaboration
- Creating sustainable enterprises
- Improving competitive advantage
- Social responsibility
- Systems thinking
- Strategic level change
- The value of diversity in all its forms
- Innovative thinking and practice

The Leadership and Organizational Studies major offers an accelerated pathway for students pursuing any USM undergraduate program. For more information on the accelerated pathway option, please contact the Admissions office.

BS in Leadership and Organizational Studies

Description

The baccalaureate degree in Leadership and Organizational Studies (LOS) combines a liberal arts program with the study of how organizations operate and how leadership functions. It emphasizes the critical need to understand and work with people, the dynamics of change, the interdisciplinary nature of organizational operations, and the practical application of theories and leadership concepts. Drawing on faculty from diverse backgrounds, the Leadership and Organizational Studies program is designed to prepare students for work in the nonprofit, public, or private sectors.

This program may be completed face-to-face on our Portland campus, fully online, or through a combination of the two. For more information and to apply, please contact Admissions at admitusm@maine.edu.

The LOS program also offers an **accelerated pathway** option for current USM students in any major. For more information on the accelerated pathway, contact the Admissions office. Please note, LOS students in this Accelerated Pathway may only apply LOS 500, 501, 512, & 550 as general electives for their LOS-BS degree.

Program Requirements

Students must meet the USM Core Curriculum requirements for their catalog year of matriculation in addition to the LOS major requirements. The core courses of the LOS major will introduce students to the theory and practice of organizational behavior and leadership with emphasis on communication skills, problem-solving, critical thinking, key quantitative skills, and team functioning. Required and prerequisite courses for the

major (49-55 credits) are:

Non-leadership Core Requirements or Prerequisite Courses (6 credits)

- Any basic statistics course (e.g., LOS 120 Statistics for Informed Decision Making)
- LOS 400 Senior Seminar: Global Citizenship

Service-Learning Component--choose one of the following (3-6 credits):

- LOS 270 Introduction to Leadership 3 cr
- LOS 399 Special Topics (see advisor for approved courses) 3 cr
- LOS 462 Community Leadership and Civic Engagement 3 cr
- LOS 470 Leadership Study Abroad 6 cr

Requirements for the Major (28-31 credits)

- Any LOS approved Ethics Course that is three or more credits and 200-level or higher (e.g., SBS 370 Toward a Global Ethics) 3-4 cr
- LOS 299 Writing in the Major 1 cr (must be taken in first semester of program)
- LOS 300* Organizational Theory 3 cr
- LOS 301 Group Dynamics 3 cr
- LOS 304 Organizational Budgeting 3 cr
- LOS 329 Research Methods 3 cr
- LOS 330 Cultural Contexts 3 cr
- LOS 350* Leadership 3 cr
- LOS 440 Leading Organizational Change 3 cr
- LAC 447 Internship 3-6 cr

*All LOS majors must earn a grade of B- or better in both LOS 300 and LOS 350. No waiver courses or substitutions will be permitted for LOS 300 and 350.

Required electives for the Major (12 credits)

LOS majors must take any four LOS electives (LOS courses that are 300-level or higher). LOS Electives are listed below. They can be selected based on student interest or as concentrations, certificates, etc. Please note that not all LOS electives are available online.

- LOS 270 Introduction to Leadership 3 cr
- LOS 302 Organizational Behavior 3 cr
- LOS 310 Science, Technology, and Society 3 cr
- LOS 312 Human Resource Management 3 cr
- LOS 314 Employee Relations 3 cr
- LOS 316 Diversity in Organizations 3 cr
- LOS 317 New Media and Social Networking: Identity and Expression Online 3 cr
- LOS 327 Leading through Conflict 3 cr
- LOS 336 Dealing with Difficult People and Behaviors 3 cr
- LOS 345 Leadership and Film 3 cr
- LOS 360 Innovation in Organizations 3 cr
- LOS 361 Entrepreneurship 3 cr
- LOS 387 Collegiate Leadership Competition 3 cr
- LOS 398 Independent Study 3 cr
- LOS 399 Special Topics 3 cr
- LOS 422 Leadership in the Public and Nonprofit Sectors 3 cr
- LOS 425 Training and Development 3 cr
- LOS 436 Risk, Public Policy, and Society 3 cr
- LOS 439 Women's Ways of Leading: Building Partnerships, Creating Change 3 cr
- LOS 462 Community Leadership and Civic Engagement 3 cr
- LOS 470 Leadership Study Abroad 6 cr
- FSP 100 Introduction to Food Systems 3 cr
- FSP 200 Food Power and Social Justice 3 cr
- FSP 215 Entrepreneurship and the Business of Food 3 cr
- FSP 310 Food and Environment 3 cr
- FSP 311 Food Policy and Planning 3 cr

- FSP 320 Poverty and Hunger 3 cr
- FSP 395 Internship in Food Studies 1-6 cr

In addition to completing these course requirements for the major, baccalaureate degree students must meet the proficiency and residency requirements of the University of Southern Maine, and complete the Core Curriculum and elective courses to accrue a minimum of 120 credit hours of coursework.

Prerequisites for major courses may be met through specific courses, through any one of several programs of prior learning assessment sponsored by USM, or through waiver by the instructor of the course. Before taking 300-level courses in this major, students must have completed a 100-level college writing course or an equivalent with at least a grade of C-.

No more than two courses from outside the major may be used toward completion of the requirements for the major without the permission of the faculty—students may work with their advisor for this permission.

Recommended Course Sequence

We recommend that students start their Leadership Studies coursework with LOS 300 Organizational Theory and LOS 350 Leadership. Both courses must be passed with a B- or higher for LOS majors. Students should work with their advisors to organize the scheduling of the rest of their coursework.

BS in Leadership and Organizational Studies - Integrative Professional Studies

Description

The Integrative Professional Studies (IPS) completion degree program is an option within the Leadership and Organizational Studies program, and is intended to meet the needs of transfer and returning students* who have a variety of academic backgrounds, employment experience, and career aspirations. Students in the program complete their degrees through a combination of LOS courses, transfer credits, and prior learning assessment.

This program may be completed face-to-face on our Portland campus, fully online, or through a combination of the two. For more information, please contact Admissions at admitusm@maine.edu

Please visit the Office of Admission for application information.

**Returning USM students must not have been enrolled for at least three years in order to be eligible for this completion degree program option. This option is not available as a double major or dual degree.*

Program Requirements

Requirements for students pursuing this concentration within the major are:

- At least 75 credits transferred into the program*
- Completion of at least 120 credits
- Satisfaction of the 30 credit hours residency requirement for USM
- Satisfaction of the USM core curriculum requirements including LOS 400 Senior Seminar: Global Citizenship (e.g., Capstone)
- Completion of the following courses (16 credits):
    - Any LOS approved Ethics Course that is three or more credits and 200-level or higher (e.g., SBS 370 Toward a Global Ethics) 3-4 cr
    - LOS 299 Writing in the Major 1 cr
    - LOS 300 Organizational Theory 3 cr**
    - LOS 301 Group Dynamics 3 cr
    - LOS 350 Leadership 3 cr**
    - LOS 440 Leading Organizational Change 3 cr
- Completion of 12 credit hours in LOS electives that are 300-level or higher. LOS Electives are listed below. Please note that not all LOS electives are available online.
    - LOS 302 Organizational Behavior 3 cr
    - LOS 310 Science, Technology, and Society 3 cr
    - LOS 312 Human Resource Management 3 cr

- LOS 314 Employee Relations 3 cr
- LOS 316 Diversity in Organizations 3 cr
- LOS 327 Leading through Conflict 3 cr
- LOS 330 Cultural Contexts 3 cr
- LOS 336 Dealing with Difficult People and Behaviors 3 cr
- LOS 345 Leadership and Film 3 cr
- LOS 360 Innovation in Organizations 3 cr
- LOS 361 Entrepreneurship 3 cr
- LOS 387 Collegiate Leadership Competition 3 cr
- LOS 398 Independent Study 3 cr
- LOS 399 Special Topics 3 cr
- LOS 422 Leadership in the Public and Nonprofit Sectors 3 cr
- LOS 425 Training and Development 3 cr
- LOS 436 Risk, Public Policy, and Society 3 cr
- LOS 439 Women's Ways of Leading: Building Partnerships, Creating Change 3 cr
- LOS 462 Community Leadership and Civic Engagement 3 cr
- LOS 470 Leadership Study Abroad 6 cr
- FSP 100 Introduction to Food Systems 3 cr
- FSP 200 Food Power and Social Justice 3 cr
- FSP 215 Entrepreneurship and the Business of Food 3 cr
- FSP 310 Food and Environment 3 cr
- FSP 311 Food Policy and Planning 3 cr
- FSP 320 Poverty and Hunger 3 cr
- FSP 395 Internship in Food Studies 1-6 cr

**Returning USM students must not have been enrolled for at least three years in order to be eligible for this completion degree program option. This option is not available as a double major or dual degree.*

***All LOS and LOS IPS majors must earn a grade of B- or better in both LOS 300 and LOS 350. No waiver courses or substitutions will be permitted for LOS 300 and 350.*

Prerequisites for major courses may be met through specific courses, through any one of several programs of prior learning assessment sponsored by USM, or through waiver by the instructor of the course. Before taking 300-level courses in this major, students must have completed a 100-level college writing course or an equivalent with at least a grade of C-, or an equivalent.

No more than two courses from outside the major may be used toward completion of the requirements for the major without permission of the faculty—students may work with their advisor for this permission.

Recommended Course Sequence

Students selecting this completion degree program as an option within the LOS major work closely with advisors to facilitate transfer credit, prior learning assessment, and course selection.

Minor in Leadership Studies

Description

One of the most exciting USM programs available! This minor consists of at least 15 credits and provides a cross-section of key courses offered by the Leadership and Organizational Studies (LOS) degree program. At a time when our communities, organizations, country, and the world are searching for leadership to guide us through new complexities and global challenges, USM students can now study leadership processes in an interdisciplinary minor, regardless of their major!

This program may be completed face-to-face on our Portland campus, fully online, or through a combination of the two. For more information, please contact Admissions at admitusm@maine.edu

Program Requirements

The Minor in Leadership Studies requires a minimum of 15 credits.

Required Courses for the Leadership Minor (12 credits)

LOS 300 Organizational Theory 3 cr

LOS 301 Group Dynamics 3 cr

LOS 350 Leadership 3 cr

Any LOS approved ethics course that is three or more credits and 200-level or higher (e.g., SBS 370 Toward a Global Ethics) 3-4 cr.

Select One of the Following Electives* (3 credits)

LOS 270 Introduction to Leadership 3 cr

LOS 316 Diversity in Organizations 3 cr

LOS 327 Leading through Conflict 3 cr

LOS 330 Cultural Contexts 3 cr

LOS 387 Collegiate Leadership Competition 3 cr

LOS 399 Special Topics 3 cr

LOS 440 Leading Organizational Change 3 cr

**Other LOS electives may also be approved. Please contact your advisor for specifics.*

Recommended Course Sequence

Although not required, it is recommended that students start their Leadership & Organizational Studies coursework with LOS 300 Organizational Theory, LOS 350 Leadership, or a combination of the two. Students should work with their advisor to organize the scheduling of the rest of their coursework.

Minor in Military Leadership

Description

The Minor in Military Leadership is designed to establish a direct link with the Military Science curriculum and the Leadership Studies program. Students completing this minor should be ROTC cadets interested in learning more about leadership in addition to their Military Science courses. For more information, please contact CSM (RET) Joseph LaPlante at Joseph.LaPlante@unh.edu or Dr. Sharon Timberlake at: sharon.timberlake@maine.edu.

Program Requirements

The following curriculum meets the requirements for a Military Leadership Minor for Army ROTC Cadets. Students must complete a total of 30 Military Science credits (eight courses, eight leadership labs) and six Leadership and Organizational Studies credits as part of both academic and

commissioning requirements. More information about the USm Army ROTC and its courses can be found at: https://usm.maine.edu/armyrotc.

- MIS 213 Introduction to ROTC I 2 cr
- MIS 203 Introduction to ROTC II 2 cr
- MIS 301 Self and Team Development I 3 cr
- MIS 302 Self and Team Development II 3 cr
- MIS 401 Leading Small Organizations I 3 cr
- MIS 402 Leading Small Organizations II 3 cr
- MIS 411 Leadership and Management I 3 cr
- MIS 412 Leadership and Management II 3 cr
- Students also Participate in Leadership Labs each Semester 1 cr (per semester for a total of 8 credits)
- LOS 300 Organizational Theory 3 cr*
- LOS 350 Leadership 3 cr*

*LOS 300 and LOS 350 are offered face-to-face and online. Please refer to the LOS Undergraduate Course Rotation for details.

Elective ROTC Program Courses:

MIS 225 History of the Army 3 cr
MIS 495 Officer Internship 1-6 cr

(Elective credits may assist to reach Minor credit requirements with Faculty approval only.)

Minor in Military Science

Description

This minor is designed to establish a direct link with the Military Science curriculum and award a Military Science Minor to all students who successfully complete the four-year Military Science program. For more information, please contact CSM (RET) Joseph LaPlante at Joseph.LaPlante@unh.edu or Dr. Sharon Timberlake at: sharon.timberlake@maine.edu.

Program Requirements

The following curriculum meets the requirements for a Military Science Minor for Army ROTC Cadets. Students must complete a total of 30 Military Science credits (eight courses, eight leadership labs) as part of both academic and commissioning requirements. More information about the USm Army ROTC and its courses can be found at: https://usm.maine.edu/armyrotc.

Required Courses (30 credits)

- MIS 213 Introduction to ROTC I 2 cr
- MIS 203 Introduction to ROTC II 2 cr
- MIS 301 Self and Team Development I 3 cr
- MIS 302 Self and Team Development II 3 cr
- MIS 401 Leading Small Organizations I 3 cr
- MIS 402 Leading Small Organizations II 3 cr
- MIS 411 Leadership and Management I 3 cr
- MIS 412 Leadership and Management II 3 cr
- Students also Participate in Leadership Labs each Semester 1 cr (per semester for a total of 8 cr)

Elective ROTC Program Courses:

- MIS 225 History of the Army 3 cr
- MIS 495 Officer Internship 1-6 cr

(Elective credits may assist to reach Minor credit requirements with Faculty approval only.)

Certificate in Leadership

Description

The certificate you have been waiting for is now available at the University of Southern Maine's Portland campus and online. The Leadership certificate is an undergraduate certificate geared toward individuals interested in developing and enhancing their leadership skills. Join the Leadership and Organizational Studies program to learn about the challenges of our increasingly complex world and effective leadership practices.

This program may be completed face-to-face on our Portland campus, fully online, or through a combination of the two. For more information or to apply, contact Admissions at admitusm@maine.edu.

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

Program Requirements

Certificate Requires 12 Credits

LOS 300 Organizational Theory 3 cr

LOS 301 Group Dynamics 3 cr

LOS 350 Leadership 3 cr

SBS 370 Toward a Global Ethics 3 cr

Recommended Course Sequence

We recommend that students start their Leadership coursework with LOS 300 Organizational Theory and LOS 350 Leadership. Students should work with their advisors to organize the scheduling of the rest of their coursework.

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.

BA in Natural and Applied Sciences

Description

Department Chair: Dr. Blake Whitaker, LAC 208B, blakew@maine.edu, 753-6535

Professor: Ike Levine, PhD

Associate Professors: Paul Caron, EdD; and Blake Whitaker, PhD

Lecturers: Nancy Clum, PhD; and Paula Drouin, MS

The **Natural and Applied Sciences** (NAS) **Program** focuses on the intersection of human and environmental health and experience. NAS Graduates are practiced in the application of scientific techniques, data collection, and review; and demonstrate proficiency in clear, succinct, modern modes of communication. The faculty of NAS apply several key themes associated with a transformative and useful liberal arts education in the sciences: *Applied Laboratory Skills, Quantitative Analysis, Critical Thinking, Ethical Action, and Effective Communication.*

Study in the NAS Program provides a substantial foundation across the physical and life sciences while allowing the student, through judicious choice of electives, to focus their major along pathways in human health or environmental science. These options are suitable for direct entry into a variety of careers as well as admission into graduate and professional studies. Graduates of this program are employed in fields including biotechnology, conservation biology, epidemiology, environmental science, and molecular biology; health fields including dentistry, medicine, nursing, pharmacy, public health, and occupational therapy; laboratory management or natural resource management; and elementary or secondary education.

Potential transfer students are advised to consult with NAS Department Chair Blake Whitaker (blakew@maine.edu) to discuss strategies to maximize credit transfers and minimize course content duplication. Our curriculum is designed to be as transfer- friendly as possible.

Please visit the Office of Admissions for application information.

Professional programs associated with NAS such as Teacher Education Certification and the Accelerated MOT Option have slightly different requirements and fewer elective options.

If you have questions regarding whether a particular class may be substituted for or meets a requirement, please speak with your advisor.

Program Requirements

Students with extensive transfer credit may be granted waivers or course equivalencies for certain classes. Discuss these options with your advisor.

NAS Required Classes (49 to 52.5 credits)

100 Level (21 credits)

MAT 108 College Algebra Cr 4
SCI 105 Biological Principles I Cr 3
SCI 106 Laboratory Biology I Cr 1.5
SCI 107 Biological Principles II w/ Lab Cr 4.5
SCI 113 Principles of Chemistry I Cr 3
SCI 114 Laboratory Techniques I Cr 1
SCI 115 Principles of Chemistry II Cr 3
SCI 116 Laboratory Techniques II Cr 1

200 Level (12 credits)

SCI 209 Human Genetics Cr 3
SCI 230 Environmental Science, Policy, and Sustainability w/Lab Cr 4
(NAS students waive SCI 130 and are required to take SCI 230)
SCI 281 Microbiology for Health Sciences Cr 3
SCI 282 Microbiological Laboratory Cr 2

300 Level (7 to 7.5 credits)

SCI 305 Molecular Physiology w/ Lab Cr 4 ***OR***
SCI 355 Ecology w/ Lab Cr 4.5
SCI 315 Environmental Health Cr 3 ***OR***
SCI 360 Sustainability Issues Cr 3

400 Level (6 to 9 credits)

LAC 447 Internship Cr 3-6
LOS 400 Senior Seminar: Global Citizenship (Capstone) Cr 3

Student Selected Electives (to reach 120 required for graduation)

Of the remaining 70.5 to 74 credits required for graduation, students can choose Core courses and electives to fit their desired academic outcomes. For a degree in Natural and Applied Sciences, this should consist of at least 9 credits of science and/or math courses with at least 9 credits being at the 300+ level.

Total Credits Required for Degree - 120

Recommended Course Sequence

NAS Recommended Sequence (*denotes lab courses)

	FALL	SPRNG
Year 1	MAT 108 (4)	QR - Statistics (3)
	SCI 105 (3)	SCI 107 (4.5)*
	SCI 106 (1.5)*	SCA (3)
	CW (3)	TC or Minor (3)
	EYE (3)	CE (3)
	14.5 credit hours	16.5 credit hours
Year 2	SCI 113 (3)	SCI 115 (3)
	SCI 114 (1)*	SCI 116 (1)*
	SCI 209 (3)	SCI 281 (3)
	SCI 230 (4)*	SCI 282 (2)*
	CI (3-4)	Elective - math or science 300+ level (3)
	14-15 credit hours	15 credit hours
Year 3	TC or Minor (3)	SCI 305 (4)*# or SCI 315 (3)##
	EISRC (3-4)	SCI 355 (4.5)*# or SCI 360 (3)##
	DIV (3)	TC or Minor (3)
	Elective - math or science 300+ level (3)	Elective (3)
	Elective - math or science 300+ level (3)	LAC 447 (3)

		#odd years ## even years
	15 - 16 credit hours	15 - 17.5 credit hours
Year 4	LOS 400 Capstone (3)	Elective (3)
	INT (3)	Elective (3)
	Elective (3)	Elective (3)
	Elective (3)	Elective (3)
	Elective (3)	Elective (3)
	15 credit hours	15 credit hours

120 Total credit hours

BA in Natural and Applied Sciences - Secondary Teacher Education

Description

This innovative program is available to students majoring in Natural & Applied Sciences. Upon successful completion of this 120-credit-hour program, students earn their Bachelor's Degree, as well as certification to teach Secondary Education in Life Sciences in the State of Maine.

Program Requirements

USM Core Curriculum *(must get a C or better)*

EYE – Entry Year Experience	3
CW – College Writing	3
QR – Quantitative Reasoning	3
CE – Creative Expression	3
CI – Cultural Interpretation	3
SE – Science Exploration	4-4.5
SCA – Socio-Cultural Analysis	3
EISRC – Ethical Inquiry, Social Responsibility, and Citizenship	3-4
DIV – Diversity	3
INT – International	3
CAP – Capstone (Student Teaching)	9

NAS Requirements *(must get a C or better)*

MAT 108	College Algebra	4
SCI/BIO 105	Biological Principles I	3
SCI/BIO 106	Laboratory Biology I	1.5
SCI/BIO 107	Biological Principles II with Lab	4.5
SCI/CHY 113	Chemistry I	3
SCI/CHY 114	Laboratory Techniques I	1
SCI 170/BIO 111	Human Anatomy & Physiology I	3
SCI 171/BIO 112	Practical Human Anatomy & Physiology I	1.5
SCI 209	Genetics	3
SCI 250	Applied Physics w/Lab	4
SCI 305	Molecular Physiology with Lab	4
SCI 355	Ecology with Lab	4.5

General Electives and Education Courses listed in following section to bring total credits to 120

Secondary Teacher Education

The Secondary Teacher Education Pathway is designed to prepare middle and high school teachers, grades 7-12 (K-12 for foreign language teachers) who are knowledgeable of the content they will teach and who have the skills to apply that knowledge to classroom teaching. Secondary

education students major in the discipline they plan to teach and take a series of teacher education courses that satisfy their University Core Curriculum requirements as well as

fulfill the requirements for Maine teacher certification in their discipline. These courses introduce students to aspects of teaching and learning and provide hands-on field experiences in schools and community agencies where they can make connections between theory and practice. At the time of degree completion, students will have met the degree requirements for a major and for initial teacher certification.

Program Declaration and Withdrawal

All students must formally declare their entry into a teacher education pathway by completing the Declaration and/or Dropping of Undergraduate Teacher Education Pathway Form through the registrar's office. The form is located in the forms section of the Office of Registration and Scheduling Services. https://usm.maine.edu/registration-services/1forms

Academic Requirements

The minimum academic requirements to be a student in good standing in the Secondary Education Pathway are as follows:

- A grade of B or better in all professional education coursework.
- A grade of C or better in content courses required for the area of teacher certification.
- An overall GPA of 3.0 or better.

Failure to maintain the above requirements may result in program dismissal. Appeals may be made in writing to the Director of Educator Preparation.

Pre-Candidacy

Upon declaring the Secondary Teacher Education Pathway, a student becomes a pre-candidate. The pre-candidacy phase of the program is the first three years of the program prior to the professional internship. Pre-candidacy coursework is as follows:

Recommended

- EDU 310 Purpose of Schooling in a Democracy* (3 cr) EYE 108 Culture, Identity and Education (3 cr)
- SED 300 Ethics and Youth with Exceptionalities (3 cr.)

Required

- EDU 100 Exploring Teaching as a Profession* (3 cr)
- EDU 222 Foundations of Language and Literacy Development* (3 cr)
- EDU 305 Foundations of Cultural and Linguistic Diversity* (3 cr) HRD/SBS 200 Multicultural Human Development (3 cr)
- SED 335 Students with Exceptionalities in General Education* (3 cr)

Each of the courses with a * includes required service learning or practicum hours in a partner school or community setting to give pre-candidates hands-on experience with students and create connections between theory and practice. These formal placements are arranged by the Field Experience Coordinator in the Office of Educator Preparation. Other education courses may require observation experiences in field settings that students arrange on their own. Students are required to be fingerprinted prior to starting a course that includes a field experience placement. For more information on the fingerprinting process see: https://usm.maine.edu/educator- preparation/fingerprinting-process

Candidacy

Candidacy takes place in the fall semester of the third year or when a student has completed the pre-candidacy teacher education coursework and has made satisfactory and sufficient progress in their major. Candidacy is the process pre-candidates go through in order to be admitted to the professional level courses and internship. To be eligible for candidacy, pre-candidates must be in good academic standing, have passed the Praxis Core, and provided evidence of their Criminal History Record Check.

Please see USM's Professional Licensure and Certification Notice located on the Office of Registration Services website for more information: **https://usm.maine.edu/registration-services/academic-policies-undergraduate**

Pre-candidates are required to complete and show documentation of the fingerprinting process outlined by the Maine Department of Education: **http://www.maine.gov/doe/cert/fingerprinting.**

Pre-candidates must complete the Candidacy application in TK20 (more information below) as well as provide a current resume and two letters of recommendation. The candidacy application is due on January 31 of each year. Upon review eligible pre-candidates will be invited to participate in a 30-minute internship admission interview.

Professional Internship

The professional internship is a full-year experience that fulfills Maine's student teaching requirement and provides secondary education teacher candidates the opportunity to apply what they are learning in their teacher education courses in a more sustained and in-depth setting. The first semester internship is the equivalent of 20 hours per week in a partner school district, and the second semester internship is a full time, five days per week experience in a partner school. Students take the internship courses concurrently.

Required:

- EDU 414 Improving Teaching in Content Areas Through Literacy for All Students Including Those with Diverse Abilities and Backgrounds
- EDU 442 Seminar in Teaching, Learning, and Assessment
- EDU 445 Internship in General Education (9 cr total--3 credits first semester and 6 credits second semester)
- SED 420 Multi-Tiered Systems of Educational Support (3 cr)
- Content Area Methods Course-one of the following (3 cr)
    - EDU 401 Secondary Science Methods for All Students Including Those of Diverse Abilities and Backgrounds
    - EDU 402 Secondary English Methods EDU 403 Foreign Language Methods
    - EDU 404 Secondary Social Studies Methods for All Students Including Those of Diverse Abilities and Backgrounds
    - MME 434 Secondary Mathematics Methods

Majors

The following majors have Secondary Teacher Education Pathway options:

Biology

Chemistry

English

Environmental Science Geography - Anthropology History

Linguistics

Mathematics

Natural and Applied Sciences

Physics

Please see each major's section of this catalog for their requirements.

Content Requirements

Secondary Teacher Education Pathway students (grades 7-12) need a minimum of twenty-four credit hours in the content areas they plan to teach. It is recommended that those interested in teaching at the middle level complete coursework in a second content area (e.g. English, mathematics, social studies or science) to become highly qualified to teach an additional content area. Finally, students should consider taking additional education courses, which will support them in becoming more well-rounded teachers, in topics such as literacy and technology.

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).

Recommendation for Certification

Graduates who successfully complete all the Secondary Teacher Education Pathway requirements are eligible for recommendation for teacher certification in Maine. In order to be recommended for certification, students must complete the Recommendation for Certification form. Students who fail to meet the academic or professional requirements for the Secondary Teacher Education Pathway or choose not to pursue teacher certification may withdraw from the pathway and graduate with their major.

NOTE--Course requirements are subject to change based upon changes in teacher certification regulations.

Natural and Applied Sciences Course Descriptions

Note 1: Many classes have prerequisites that need to be met before registration. Under appropriate circumstances, these prerequisites can be waived by the instructor if similar classes have been taken previously by the student, and passed with a grade of C or higher.. *If you are having trouble registering, please contact your faculty advisor or the instructor to seek the appropriate waiver.*

The following **Department of Biological Sciences** courses are equivalent to the NAS (SCI) Program courses offered at Lewiston-Auburn College: BIO 105 = SCI 105, BIO 106 = SCI 106, BIO 107 = SCI 107, BIO 111 = SCI 170, BIO 112 = SCI 171, BIO 113 = SCI 172 , BIO 114 = SCI 173, and BIO 345 = SCI 345.

Also ESP 101 = SCI 230.

Lewiston-Auburn College Courses

The following Lewiston-Auburn College courses fulfill the corresponding prerequisite requirements in the Department of Biological Sciences: SCI 105 = BIO 105, SCI 106 = BIO 106, SCI 107 = BIO 107, SCI 170 = BIO 111, SCI 171 = BIO 112, SCI 172 = BIO 113, SCI 173 = BIO 114, and SCI 345 = BIO 345.

Also SCI 230 = ESP 101.

SCI 104 Basic Photography (CE)
This course is an introduction to black and white photography, designed to help students gain understanding through "hands-on" photographic work. Lectures include classroom discussions concerning the history and aesthetics of photography, and techniques include camera and lens functions, exposure methods, basic black and white film processing, printmaking, print finishing, and presentation techniques. Cr 3

SCI 105 Biological Principles I
An introduction to scientific principles underlying the unity and diversity of life. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 3

SCI 106 Laboratory Biology I
Laboratory experiences illustrating concepts and principles introduced in SCI 105. Must be taken concurrently with SCI 105. Cr 1.5

SCI 107 Biological Principles II w/ Lab (SE)
This is an integrated lecture-laboratory course introducing students to biological diversity. The lecture and laboratory each meet three hours weekly. Prerequisites: SCI 105 and SCI 106 with a grade of C or higher. Cr 4.5

SCI 108 Chemistry for Health Sciences
This is a one-semester introduction to general, organic, and biological chemistry that is specifically tailored for students in the health sciences. The course lays a foundation for the interactions that take place between small molecules, large molecules, and biological molecules. The class will initially focus on the language of chemistry and qualitative description of how chemical reactions take place. This includes a basic model for the electronic structure of atoms and molecules, and extending to the physical/chemical properties of a material. This foundation serves as a basis

for the descriptive chemistry of functional groups of interest in biology, biochemistry and biological molecules such as carbohydrates, proteins, and lipids. This course is not suitable for chemistry majors or biology majors. This course meets the chemistry requirements for entry into the USM Nursing program. Cr 3

SCI 113 Principles of Chemistry I
A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course and SCI 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisite: A grade of C or higher in MAT 108. Cr 3

SCI 114 Laboratory Techniques I
Laboratory experiments to illustrate the principles that are presented in SCI 113 lectures. Three laboratory hours per week combining recitation and practical lab work. Co-requisite: SCI 113. Cr 1

SCI 115 Principles of Chemistry II
A continuation of SCI 113. This course is designed to provide the foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: A grade of C or higher in SCI 113 or CHY 113. Cr 3

SCI 116 Laboratory Techniques II
Laboratory experiments to illustrate the principles that are presented in SCI 115 lectures. Three laboratory hours per week combining recitation and practical lab work. Prerequisite: SCI 114. Co-requisite: SCI 115. Cr 1

SCI 130 The Biology of Human Health with Lab (SE)
This course introduces basic concepts of biology and explores how these concepts relate to human health. It also explores natural scientific methods of inquiry and applies these methods to complex issues involving the creation and maintenance of human health. Further, the course explores the importance of societal factors in health maintenance. Prerequisite: QR. Offered Spring only. Cr 4

SCI 140 Medical Terminology
This course presents a survey of basic medical terminology for students who are pursuing careers in the health professions and related health care fields. Students will learn how to understand root words, suffixes, and prefixes for naming body systems and pathologies, as well as learning contextual terminology for effective communication in the health care work place. Offered Summer only. Cr 3

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

SCI 171 Practical Human Anatomy and Physiology I (SE)
Laboratory experiences illustrating topics introduced in SCI 170. Should be taken concurrently with SCI 170. Cr 1.5

SCI 172 Human Anatomy and Physiology II
This is the second course in a two-semester sequence in human anatomy and physiology. Topics in this course will include the special sense organs, blood and circulatory system, immune function, respiratory system, digestion and metabolism, endocrine function, renal function, and electrolyte balance. Prerequisites: A grade of C or higher in SCI 170 and SCI 171. Should be taken concurrently with SCI 173. Cr 3

SCI 173 Practical Human Anatomy and Physiology II
Laboratory experiences illustrating topics introduced in SCI 172. Should be taken concurrently with SCI 172. Cr 1.5

SCI 190 Beer: The Science & Art of Brewing
Students will immerse themselves in the world of craft beer through the history of this ancient beverage and the science of creating it in a modern brewery. Course participants will experience beer's creation, the chemical, biological, and physical processes central to fermentation and brewing, and beer's many sensory subtleties while also developing ideas central to the business of marketing and operating a brewing business. The course will meet in a working brewery, providing hands-on opportunities to observe and participate in the brewing process. To put their new knowledge and skills to work, students will work with professional brewers to design and create their own beers on a small, homebrew-scale system, and with one of Maine's leading brewery owners, work to conceive marketing and sales plans for them. Brewery personnel and USM faculty from the relevant fields will bring the many facets of the world of beer together in this truly interdisciplinary course. Offered Fall only. Cr 3

SCI 199 Special Topics
This is a class that has topics that vary from year to year and is meant to be taught at the introductory level with a minimum of prerequisites. Cr 3-4

SCI 209 Human Genetics
This course examines the role of heredity in human growth, development, and behavior. Decision making, ethical issues and societal

responsibilities related to genetic disorders will be discussed. Prerequisite: SCI 130 or SCI 105 or SCI 170. Offered Fall only. Cr 3

SCI 230 Environmental Science, Policy, and Sustainability with Lab (SE)
This course presents a multidisciplinary survey of the scientific principles underlying energy utilization, nutrient cycles, global warming, population, and natural resource policy and management. The lectures will be comprised of Socratic interactions and group discussions relating regional, national, and global components that encompass ecology, economics, politics, and social endeavors. This course includes a laboratory involving field and lab work and service learning efforts. Prerequisite: QR. Offered Fall only. Cr 4

SCI 231 Digital Photography
Working with digital cameras, students will learn to see photographically in color. They will gain a better understanding of color relationships using color as design elements and the overall artistic and aesthetic uses of color photography. Students will learn controls of their camera's software. Adobe Photoshop software will be the primary tool used for image control and manipulation. Cr 3

SCI 240 Applied Botany w/Lab
The growth, structure, reproduction, and physiology of plants will be studied, and the role of plants in human affairs will be discussed in this combined lecture and laboratory/field course. Prerequisites: SCI 105/106. Cr 4.5

SCI 250 Applied Physics w/ Lab
This physics-based course explores the mechanical and anatomical principles of human movement. Students examine the interaction of the body with the environment through sports, performing arts, and everyday activities. Areas of study include stability, stress and strain, mechanical properties of connective tissue, therapeutic application, practice of preventive health and disease control, and the formulation of public health policy. Lecture, problem solving, and laboratory experiments serve to strengthen the understanding of classical mechanics, and its applications to occupational therapy, physical therapy, sports medicine, epidemiology, and education. Prerequisite: LOS 120/MAT 120/PSY 201

SCI 281 Microbiology for Health Sciences
This lecture course introduces basic medical microbiology and focuses on the viruses, bacteria, protozoans, and multi-cellular organisms which cause human diseases. It also discusses biotechnology, epidemiology, and the immune system. This course and the associated laboratory course meet the requirements of nursing and allied health programs. Prerequisite: A grade of C or higher in SCI 107 or SCI 170/171. Cr 3

SCI 282 Microbiological Laboratory
This laboratory is designed to run concurrently with the associated lecture content of SCI 281 Microbiology for Health Sciences. The laboratory will cover the essentials of sterile technique, culture and growth requirements of mesophilic bacterial species, microscopy and staining, pure culture, biochemical assays, and unknown identification. This course and the associated lecture course meet the requirements of nursing and allied health programs. Pre- or co-requisite: SCI 281 or BIO 281. Cr 2

SCI 299 Special Topics
This is a class that has topics that vary from year to year. Cr 3-4

SCI 305 Molecular Physiology w/ Lab
This lecture and lab course examines the linkage between cellular and organismal events and those at the molecular level. Particular attention is given to DNA replication, signal transduction and the control of transcription, genomics, proteomics, metabolism, and the compartmentalization of cellular functions. Prerequisites: A grade of C or higher in SCI 209 and SCI 252. Course is offered only in odd-numbered Spring semesters, e.g. Spring 2019. Cr 4

SCI 315 Environmental Health
This course explores issues in environmental health from the dual perspectives of environmental issues and human health. A healthy environment includes species diversity, bountiful resources, and the absence of pollutants. Environmental health comprises those aspects of human health and disease that are determined by factors in the environment. It also refers to the theory and practice of assessing and controlling factors in the environment that can potentially affect human health. Prerequisites: Introductory biology course. Offered only in even-numbered Spring semesters, e.g., Spring 2020. Cr 3

SCI/SBS 336/ BPH 201 Fundamentals of Public Health
This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. Trends, successes and challenges from a population perspective will be discussed as well as various tools and techniques used to address public health issues. Offered Fall only. Cr 3

SCI/SBS/BPH 337 Introduction to Epidemiology
This seminar course introduces the student to epidemiology as a utility for the establishment and maintenance of public health. In essence, epidemiology involves the observation and statistical analysis of the occurrence of health and disease in human populations. This science informs the practice of preventive health/disease control and the formulation of public health policy. Seminar topics will be drawn from both infectious and chronic disease epidemiology ranging from the historical plagues such as the Black Death to the modern plagues of AIDS, cancer, and obesity. Recommended prerequisites include Introductory Biology and Statistics. Offered Spring only. Cr 3

SCI 345 Pathophysiology
This course examines the physiologic, biochemical, genetic, and environmental bases of noninfectious diseases. The cardiovascular, endocrine, and respiratory systems will be studied closely with emphasis on inflammation, immunity, cancer, fluid distribution, electrolytes, and acid-base balance. This course meets the pathophysiology requirement for entry into the USM Nursing program. Prerequisites: A grade of C or higher in SCI 108 or SCI 113/115, SCI 170/171 and SCI 281. Cr 3

SCI 350 Science Projects (EL)
This course is an independent study under the direction of a faculty member. Students develop and complete a laboratory or library project. Cr 1-3

SCI 351 Emerging Infectious Diseases: From AIDS to Zika
Due to unprecedented emergence rates, Emerging Infectious Diseases (EIDs) have taken center stage in our society over this past decade. These diseases include SARS, MERS, Ebola, chikungunya, avian flu, AIDS and most recently, Zika. The emergence of these diseases is multifactorial in nature. Our approach in confronting these diseases needs to be dynamic, systemic, and critical, and must include the collaboration of basic scientists, clinicians, social scientists, and epidemiologists. Course content will range from molecular scientific phenomena to public health and social policy issues encountered by individuals, families, and society. This course is particularly relevant for NAS, SBS, and Public Health Students. Offered Fall only. Cr 3

SCI 355 Ecology w/ Lab
This lecture and laboratory course examines the theoretical bases upon which ecological investigations are based. The laboratory portion of the course consists primarily of fieldwork during which students complete an ecological assessment of local habitat. Prerequisites: SCI 105/106 and SCI 230 or ESP 101. Offered Fall only. Cr 4.5

SCI 359 Cancer and Society
This course will use an epidemiological framework to explore the scientific background and genetic, social, physical, and biological determinants of cancer. The course will examine the response of individual, family, and society to a diagnosis of cancer. Traditional and non-traditional medical approaches to a diagnosis of cancer will be explored. Prerequisites: A grade of C or higher in SCI 209 or SBS/HRD 200, or permission of the instructor. Cr 3

SCI 360 Sustainability Issues
Sustainability is one idea that shapes the past and future of the human race. The goal of this course is to allow students to develop a comprehensive worldview from which to evaluate current environmental issues and problems. Students will discuss concepts and data derived from the disciplines of ecology, biology, ethics, sociology, and politics and application of those concepts to sustainable development and the sociopolitical ramifications of environmental issues. Prerequisites SCI 230 and SCI 107. Offered Spring only. Cr 3

SCI 365 Marine and Coastal Biology w/Lab

A field-based course examining three major coastal habitats: the rocky shore, the sand beach, and the salt marsh along with the interactions among the living organisms in the earth's oceans. The course will focus on the relationships between the different aquatic trophic levels. Topics include species systematics and adaptations, ecosystem structure, and the relationship between humans and the biological systems. Where possible, local field examples will be utilized to illustrate these points. Prerequisites: SCI 107 and SCI 230 or ESP 101. Cr 4.

SCI 398 Independent Study (EL)
Prerequisite: permission of the instructor. Cr 1-6

SCI 399 Special Topics

This is a class that has topics that vary from year to year and is meant to be taught at the junior or senior level and may include prerequisites. Cr 1-6

SCI 421 Natural Resource Policy
Examination of natural resource policies and evaluation procedures used by natural resource decision makers. Case studies focus on topics such as forest industry regulations, the Endangered Species Act, the Maine Environmental Priorities Project, transboundary ecosystems, aquatic and estuarine areas, and marine resources. Emphasis is on natural resource policy processes, conflict resolution through consensus building, and comparative risk assessment as it pertains to policy. Prerequisite: SCI 230 or permission of the instructor. Cr 3

SCI 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: Grade of C or better in SCI 252, SCI 281, or BIO 281.

SCI 440 Sustainability Projects

Students completing Sustainability Projects will develop understanding of the depth and meaning to the term "sustainability" and its differentiation from "sustainable development". This may include topical material on Sustainability Principles, Local and Global Climate Change, and Consumption Patterns in the developed and developing world with an eye towards local and regional consumption patterns. Also topics of Environmental Refugees, population transitions and migration, utilizing Maine examples, may be explored as well as general ecosystem threats and challenges. Topics will center on the Human Animal as a sustainable individual and species and local food production (fad or changing marketplace). Outcomes include: Relevant literature review and problem awareness, challenge determination, proposal writing and presentation, community-based challenge protocol formulation; field experiences and report writing and community presentation. Prerequisites: SCI 360 or permission of the instructor. Cr 3

SCI 450 Science in the Classroom

This integrated lecture and laboratory course is designed for secondary teachers, summer camp counselors, parents, and others who wish to interest children in science. The course discusses the history of science teaching, science reform movements, and the development of science lesson plans. It provides knowledge of basic science and gives examples of inexpensive experiments which children can perform. Emphasis is placed on integrating science with the arts, math, humanities, and with social sciences. Maine State Department of Education, Division of Certification and Placement, accepts this course as an elementary science methods course. Cr 3

SCI 470 Neurophysiology

This course examines the functional processes of human neurophysiology at the molecular, cellular, and system levels. Through referencing scientific literature and engaging with in-class manipulatives, students actively will construct their knowledge of neural principles ranging from the kinetics of excitable membranes to the summative activity of neural networks. Course content will be directed towards preparing students for success in OTH 520 Neuroscience for Occupational Therapists. Prerequisites: Human Anatomy & Physiology II or Molecular Physiology. Offered Summer only. Cr 3

BA in Social and Behavioral Sciences

Description

The Social and Behavioral Sciences (SBS) major is an interdisciplinary program providing perspectives and critical analyses from Anthropology, Psychology, and Sociology to prepare students for the complexity of diverse local communities and the global world we live in. The major provides an excellent foundation for careers in social services, mental health, public health and public safety, law and public policy. Designed to enhance understanding of the psychosocial and cultural influences shaping individual lives and social institutions, the curriculum interweaves interdisciplinary courses in liberal arts with foundational SBS courses and an extensive array of electives, including professional applications. With numerous community partners in the local area, SBS embraces community engagement as a high-impact practice that fosters involvement in civic life and ethical citizenship.

The major provides tremendous flexibility to students who wish to design their own focal area, while also offering an array of predesigned pathways of specialization: **Counseling, Public Health**, and **Regulatory Ethics**. In all of these areas, exploring the intersections of individual, social, and cultural influences deepens understanding and professional competencies. Students may also choose to integrate the SBS major with related minors or certificates, such as **Leadership and Organizational Studies, Gerontology,** or certification as a **Mental Health Rehabilitation Technician /Community (MHRT/C).**

A critical component of the SBS degree program is the **internship** (LAC 447). With the assistance of their faculty advisor and the Internship Coordinator, students identify an organization that will enable them to evaluate potential career opportunities and develop workplace skills. A junior or senior status for internship is recommended.

The **general SBS degree** is available fully **online.** The certificates, concentrations and minors are **not** available fully online, although some of the required courses may be offered in online format. For more information contact Admissions at admitusm@maine.edu or visit the Office of Admissions.

Accelerated Pathways to Graduate Programs

The SBS major provides **accelerated pathways to graduate programs at USM,** including Counseling, Social Work, Occupational Therapy, Law, and Leadership Studies. Please contact your faculty advisor or access the Accelerated Pathways webpage for more information.

SBS Faculty

Chair - Mary Anne Peabody Ed.D.

Faculty - Rose Cleary, Ph.D.; Christy Hammer, Ph.D.; Mark Silber, Ph.D.; Jason White, Ed.D.

Part-Time Faculty: John Brautigam, J.D.; Susan Coan, MA; Deborah Como-Kepler, Psy.D; Jennifer Gunderman-King, MPH; Nancy Hathaway, M.Ed.; Ross Hickey, J.D.; Scott Hutcherson, LCPC; Stacey Jenkins, LCPC; Brenda Joly, Ph.D., MPH; Barbara Loux, LCSW; Joshua Mangin, M.S.; Kayla Musielak-Hanold, Ph.D.; Susan Rottman, Ph.D., Julianne Siegfriedt, M.A.; Michell Vazquez Jacobus, M.S.W, J.D.; Robert Williams, Ph.D.

Program Requirements

Requirements for the major may be met through coursework, prior learning assessments sponsored by USM, or in rare cases through waivers (worked out with advisors in conjunction with course instructors). No more than two courses from outside the major may be used toward completion of the requirements for the major without permission of the faculty advisor.

SBS Prerequisite Courses are expected to be taken before 300-level courses:

SOC 100 Introduction to Sociology
PSY 100 Introduction to Psychology
ANT 101 Anthropology: The Cultural View

SBS Required Courses:

SBS 210 Me in 3D: Introduction to Social and Behavioral Sciences
LOS 120 Statistics for Informed Decision Making
HRD/SBS 200 Multicultural Human Development
SBS 300 Deviance and Social Control
LOS/SBS 329 Research Methods
SBS 370 Toward a Global Ethics (writing instruction)
SBS 430 Applied Social and Public Policy
LAC 447 Internship

SBS Electives:

Students complete **at least six** upper division (300-level or above) electives in SBS. They may select a concentration to structure their choice of electives. For a complete list of SBS courses, please see the SBS Course Descriptions.

USM Core Requirements and General Electives:

In addition to completing course requirements for the major, baccalaureate degree students must meet the proficiency and residency requirements of the University of Southern Maine, and complete the core curriculum and additional courses to accrue a minimum of 120 credit hours of coursework. See the **USM core requirements** for more information.

Because of its interdisciplinary nature, the SBS degree has extensive overlap with the USM core, providing a highly efficient pathway to degree completion and additional freedom in selecting courses to reach the 120 credit hour minimum. ***The following SBS required courses also fulfill USM core curriculum requirements*** (note that this is **not** a complete list of courses that fulfill USM core requirements):

- ANT 101 Anthropology: The Cultural View
  - *meets either the Diversity (DIV) or the International (INT) core requirement*
- SOC 100 Introduction to Sociology
  - *meets the Socio-Cultural Analysis (SCA) requirement*
- LOS 120 Statistics for Informed Decision-Making
  - *meets the Quantitative Reasoning (QR) requirement*
- SBS 300 Deviance and Social Control
  - *meets the Diversity (DIV) requirement*
- SBS 370 Toward a Global Ethics
  - *meets both the Ethical Inquiry, Social Responsibility, and Citizenship (EISRC) and the International (INT) requirement*
- SBS 430 Applied Social and Public Policy
  - *meets the Capstone (CAP) requirement*
- Several SBS courses meet the Engaged Learning (EL) requirement.

Additional courses towards the required minimum of 120 credits may be chosen from any other courses within or outside of the major (general electives) based on student interests, career plans, and prior transfer credits. In some cases, this may entail pursuit of a minor or certificate. Students should consult with their advisors on these choices.

Concentrations, Minors, and Certificates

In addition to the general SBS degree, SBS offers two **concentrations** for *SBS majors*:

- Counseling (adult and/or child-youth focus)
- Public Health

SBS offers two **minors** available to students in *any USM major*:

- Public Health
- Regulatory Ethics

SBS offers two **certificates** available to anyone, *not limited to SBS or USM majors:*

- The Undergraduate Certificate in Public Health
- The Undergraduate Certificate in Regulatory Ethics

SBS students may qualify and apply for state-level credentials:

- Maine MHRT/C certification issued by the Muskie School's Center for Learning
- Maine CADC (Certified Alcohol and Drug Counselor) examination
- LSX (Licensed Social Worker - Conditional)

For more information, see your advisors or visit the SBS website.

Recommended Course Sequence

Before taking 300-level courses in this major, we recommend that students have completed a 100-level college writing course with a grade of at least C.

To avoid slowing student progress toward their degree, SBS courses have very few formal prerequisites. However, the recommended progression is as follows (with general electives filling out semesters as needed):

1. College Writing, EYE, SBS Prerequisites, LOS 120, and SBS/HRD 200
2. USM core courses, SBS 210, SBS 300, LOS/SBS 329, and SBS electives
3. USM core courses, SBS 370, SBS electives
4. SBS 430 (Capstone), LAC 447 (Internship), SBS electives

Concentration in Counseling - Social and Behavioral Sciences

Description

The Counseling Concentration is available to SBS majors.

A concentration is simply a way for students to organize their six required SBS electives at the 300-level or above for the major. This concentration offers the options of an adult focus, a child-youth focus, or a combination of both. SBS students in this concentration may take specific courses to qualify them for MHRT/C certficiation, a valuable state-level credential issued through the Muskie School's Center of Learning.

The Counseling Concentration provides students with an introduction to theory, topics, and skill areas relevant to professional applications in counseling. Embedded in the interdisciplinary SBS major, it provides perspectives and critical thinking skills related to the multiple layers of influence - individual, social, and cultural - that shape human behavior. Students gain familiarity with:

- developmental trajectories and the roots of personality;
- issues of diversity, gender, and culture;
- biopsychosocial approaches to diagnosis;
- the broad array of available counseling and psychotherapy techniques;
- social services and factors that impact access to them.

Organizing the choice of SBS electives through this concentration strengthens students' preparation for entry into a variety of positions related to the helping professions, as well as for the pursuit of graduate study.

Students should complete the necessary paperwork so that the counseling concentration appears on their MaineStreet academic plan.

Graduate School Options:

Accelerated undergraduate to graduate pathways from the SBS Counseling Concentration to USM Masters degree programs in Counseling and Social Work are available. Visit the Accelerated Pathways webpage, check with your advisor, and visit the Office of Admissions for application information.

Program Requirements

To complete the Counseling Concentration, students select their six SBS electives by taking the two required foundational courses, plus one chosen from each of the four categories below. Any substitutions must be approved by a faculty adviser. In addition, **the internship required for the SBS BA degree must be in a counseling/clinical setting** (broadly defined).

Foundational courses (both are required for the concentration):

SBS 311 Theories of Personality*
SBS 411 Counseling and Psychotherapy*

Plus one course selected from each of the following categories:

Psychosocial Disorders and Services:
SBS 303 Abnormal Psychology*
SBS 346 Introduction to Social Services*
SBS 348 Responding to Mental Health Crisis in the Community*
SBS 350 Psychosocial Disorders of Childhood and Adolescence

Diversity and Multiculturalism:
SBS 315 The Social Psychology of Disability*
SBS 316 Diversity in the Workplace
SBS 345 Diversity: Many Voices
SBS 470 Study Abroad

Developmental Contexts:
PSY 325 Psychology of Adulthood and Aging
GRN 318 Adult Development and Aging
SBS 305 Child & Adolescent Development
SBS 341 The Family
SBS 375 Infant Mental Health and Attachment

Applied Topics:
SBS 304/ ANT 233 Food and Culture
SBS 308/ ANT 302 Medical Anthropology
SBS 332 Death, Dying, and Denial
SBS 343 Substance Use Disorders*
SBS 344 Violence: Causes and Control
SBS 349 Trauma and Narrative
SBS 390 Brain and Behavior
SBS 420 Mindfulness

MHRT/C subtrack:

Students who wish to earn Maine MHRT/C (Mental Health Rehabilitation Technician - Community) certification should inform their academic and faculty advisors as early as possible.

Specific courses which meet necessary competencies must be taken to be eligible for this certification, and these courses are identified by the * in the list of courses above. Please work closely with your faculty advisor. This state-level credential is now issued through the Muskie School's Center for Learning (CFL); more information is available at http://cfl-muskie.org/.

Concentration in Public Health

Description

The Public Health Concentration is available to SBS majors.

A concentration is simply a way for SBS majors to organize their **six** required SBS electives at the 300-level or above. The Public Health concentration addresses a need for awareness of public health issues not only in Maine, but in the whole world. Evolutionary and multicultural aspects of diseases and their interface with human populations are daily headlines in the media: for instance, health care systems; food utilization and governmental policies; epidemics of flu, HIV/AIDS, drug-resistant strains of TB, and other emerging infectious diseases; as well as the threat of bioterrorism, are all concerns of the discipline of Public Health. Professions that utilize knowledge of public health include medical and allied health and human services, mental health, gerontology, and child and family support. Public health approaches address the full spectrum of services, planning, and evaluation.

The Public Health concentration is intended to prepare SBS majors to become decision makers and policy advocates by shaping their ability to understand myriad public health concerns, and developing their facility in applying pertinent theoretical and practical knowledge to create a safe and functioning society. The concentration also prepares students for the pursuit of graduate study in Public Health and Policy.

IMPORTANT: This page describes the Public Health **Concentration**. Public Health (offered through the Social and Behavioral Sciences program) is also available as a **Minor** for students in any USM degree program, and as a **Certificate**, which is open to anyone. Students pursuing the Public Health Concentration may also be interested in **USM's Bachelor in Public Health.**

Students should complete the necessary paperwork so that the Public Health Concentration appears on their MaineStreet academic plan.

Graduate Study in Public Health:

Students pursuing the Public Health Concentration may also be interested in **USM's Master of Public Health (MPH)** program. Please visit the Office of Admission for application information.

Program Requirements

To complete the Public Health Concentration, students select their six SBS electives by taking the five required courses, plus one chosen from the Public Health electives below. Any substitutions must be approved by a faculty adviser.

In addition to the requirements listed in the BA (see BA Page), the following requirements apply to the **Public Health Concentration***:*

Required courses

SBS 304/ANT 233 Food and Culture
SBS 308/ANT 302 Medical Anthropology
SBS 335 Legal Issues in Health and Human Services
SBS/SCI 336/BPH 201 Fundamentals of Public Health
SBS/SCI/BPH 337 Introduction to Epidemiology

Public Health elective
Students select one of the following or, with advisor approval, a course equivalent in substance and intent:

SBS 303 Abnormal Psychology
SBS 339 Immigration, Ethnicity, and Identity
SBS 341 The Family
SBS 343 Substance Use Disorders
SBS 344 Violence: Causes and Control
SBS 345 Diversity: Many Voices
SBS 350 Psychosocial Disorders of Childhood and Adolescence
SBS/LOS 436 Risk, Public Policy, and Society
SCI 315 Environmental Health
PSY 368 Health Psychology
CON 356 Concepts in Community Health

Minor in Public Health

Description

The **Minor in Public Health** is open to students in any degree program at USM.

This minor advances students' understanding of myriad public health concerns and their ability to apply relevant theoretical and practical knowledge to contribute to a safe and functioning society. The Public Health Minor can complement professional preparation of students working in human services and in allied health and applied sciences, developing their capacity to contribute to relevant policy-making and advocacy. The Minor also prepares students for the pursuit of graduate study in Public Health and Policy. Professions that utilize knowledge of public health include medical and allied health and human services, mental health, gerontology, and child and family support. Public health approaches address the full spectrum of services, planning, and evaluation.

IMPORTANT: This page describes the **Public Health Minor**. Public Health (offered through the Social and Behavioral Sciences program) is also available as a **Concentration** for students majoring in Social and Behavioral Sciences, and as a **Certificate**, which is open to anyone. Students pursuing the Public Health Minor may also be interested in **USM's Bachelor in Public Health.**

Students should complete the necessary paperwork so that the Minor in Public Health appears on their MaineStreet academic plan.

Graduate Study in Public Health

Students pursuing the Public Health Minor may also be interested in **USM's Master of Public Health** program. Please visit the Office of Admission for application information.

Program Requirements

For all USM degree students, a total of **six** courses are required for the Public Health Minor. **Social and Behavioral Sciences (SBS) majors must also take four additional SBS courses** (in any SBS elective area) beyond the **six** courses listed below.

Required courses:

- SBS 304/ANT 233 Food and Culture
- SBS 308/ANT 302 Medical Anthropology
- SBS 335 Legal Issues in Health and Human Service
- SBS/SCI 336 /BPH 201 Fundamentals of Public Health
- SBS/SCI/BPH 337 Introduction to Epidemiology

Public Health elective

Students select one of the following or, with advisor approval, a course equivalent in substance and intent:

SBS 303 Abnormal Psychology
SBS 339 Immigration, Ethnicity, and Identity
SBS 341 The Family
SBS 343 Substance Use Disorders
SBS 344 Violence: Causes and Control
SBS 345 Diversity: Many Voices
SBS 350 Psychosocial Disorders of Childhood and Adolescence
SBS/LOS 436 Risk, Public Policy, and Society
SCI 315 Environmental Health
PSY 368 Health Psychology
CON 356 Concepts in Community Health

Minor in Regulatory Ethics

Description

The Regulatory Ethics Minor is open to to students in any degree program at USM.

This minor presents an interdisciplinary approach to understanding regulation, an enterprise that cuts across a wide array of domains ranging from health and social services, to education, business, energy, environment, and more. Thus, it can benefit a broad range of students including but not limited to those interested in pursuing a career in law. The minor provides an understanding of the sociocultural bases of the need to regulate and the relationship between regulation and ethics, as well as the psychological processes that impact policy-making and drive reactions to regulation. Students will gain an overview of the social underpinnings and structure of regulation; become familiar with where to find relevant information and how to navigate through it; and understand when to call in legal expertise. They will select a specific regulatory domain to learn about in more depth, and complete a supervised internship experience. Regulatory expertise is highly desirable in an increasingly complex world of intersecting rules and requirements.

Important: This page describes the Regulatory Ethics **Minor**. This minor can be completed fully online if the student does an independent study instead of the internship. Regulatory Ethics is also available as a **Certificate**, which is open to anyone.

** Students should complete the necessary paperwork so that the Regulatory Ethics Minor appears on their MaineStreet academic plan. **

Program Requirements

For all USM students, a total of **six** courses is required for the Regulatory Ethics Minor. **Social and Behavioral Sciences (SBS) majors must also take four additional SBS courses** (in any SBS elective area) beyond the six courses listed below:

The following four courses are required:

- SBS 362 Understanding Regulation: Applying Scissors to Red Tape
- SBS 363 Human Factors in Regulation
- SBS 370 Toward a Global Ethics (EISRC)
- LAC 447 Internship ***OR*** SBS 398 Independent Study. An individualized internship experience coordinated through the Maine Regulatory Training and Ethics Center (MeRTEC)

In addition, two of the following elective courses must be completed (any prefix, not necessarily from the same domain):
**** Please note: Asterisked courses numbered 600 through 699 are restricted to graduate students or undergraduate students who have been formally accepted into an accelerated graduate pathway, OR need permission of instructor.***

- Business, Finances, and Labor
  - ACC 418 Principles of Fraud Examination
  - BUS 280 Legal Environment of Business
  - BUS 312 Sport Law
  - BUS 318 Athletics Administration
  - BUS 346 Human Resource Management
  - BUS 382 International Business Law
  - ITS 320 Occupational Safety and Health
  - LOS 314 Employee Relations
  - LOS 361 Entrepreneurship
  - TAH 221 Introduction to Hospitality Management

- Environment, Energy, and Technology
  - ECO 326 Environmental Economics
  - ECO 327 Natural Resource Economics
  - ESP 200 Environmental Planning
  - ESP 220 Introduction to Environmental Policy
  - ESP 340 Environmental Regulations
  - ITT 376 Network Security and Ethics
  - LOS 310 Science, Technology, and Society
  - PHI 212 Medical Ethics
  - PHI 212 Environmental Ethics
  - PHI 285 Biology, Technology, and Ethics
  - POS 315 Media Law
  - * PPM 683 Environmental Law and Policy
  - SBS 470 Study Abroad: Experiential Cross-Cultural Ethics Lab (INT)

- Food, Drugs, and Devices
    - SBS 304 / ANT 233 Food and Culture
    - SBS 308 / ANT 302 Medical Anthropology
    - * PPM 672 Food Planning and Policy

- Health and Human Services
    - ADS 300 Ethics and Youth with Exceptionalities
    - * EDU 659 Special Education Law for School Leaders
    - * EDU 691 Sports Law and Regulation Compliance
    - LOS/SBS 316 Diversity in Organizations (DIV)
    - MPH 425/525 American Health Systems
    - SBS 315 Social Psychology of Disability
    - SBS 335 Legal Issues in Health and Human Services
    - SBS 339 Immigration, Ethnicity, and Identity
    - SBS 345 Diversity: Many Voices (DIV)
    - SED 335 Students with Exceptionalities in General Education
    - * SED 682 Special Education Regulations, Procedures and IEP team

- Policy and planning
    - ESP 200 Environmental Planning
    - LOS 322 Leadership in the Public/Nonprofit Sectors
    - LOS 325 State and Local Government
    - LOS/SBS 436 Risk, Public Policy, and Society
    - * MPH 635 Health Law and Ethics
    - * PPM 616 Policy, Planning, and Management Law
    - * PPM 633 Strategic Planning in the Public and Nonprofit Sectors
    - PSY 375 Psychology in the Public Interest
    - SBS 430 Applied Social and Public Policy
    - SWO 350 Social Welfare Policy

- Permissible Substitutions

    - Online training modules on subtopics in regulatory compliance are currently in development through the Cutler Institute, including Clean Tech, Food Regulations and the FDA, International Importing/Exporting, Manufacturing, Shipping, and Transportation, OSHA, and Research Regulation. Students may take any *three* of these modules, and then work individually with a supervisor from MeRTEC (the Maine Regulatory Training and Ethics Center) in an Independent Study to integrate across domains and deepen their understanding, to earn the equivalent of one 3-credit elective course. This is allowed for one, but not both, of the required electives.
    - Alternative courses may be accepted by individual approval. Any graduate course in a relevant content domain will be accepted with instructor and advisor approval.
    - Students whose career will focus on educational contexts may substitute EDU 310 Purpose of Schooling in a Democracy for SBS 370 Toward a Global Ethics.

Certificate in Public Health

Description

The Certificate in Public Health is open to anyone.

This certificate addresses a need for awareness of public health issues not only in Maine, but the whole world. Evolutionary and multicultural

aspects of diseases and their interface with human populations are daily headlines in the media: for instance, health care systems; food utilization and governmental policies; epidemics of flu, HIV/AIDS, drug-resistant strains of TB, and other emerging infectious diseases; as well as the threat of bioterrorism, are all concerns of the discipline of Public Health. Preparing undergraduates, decision makers, and policy advocates to understand the multitude of public health concerns and apply relevant knowledge is essential in today's world. The Public Health Certificate can complement the preparation of students and professionals working in human services and allied health and applied sciences, providing them with the capacity to contribute to relevant policy-making and advocacy.

IMPORTANT: This page describes the **Public Health Certificate**. Public Health (offered through the Social and Behavioral Sciences program) is also available as a **Concentration** for students majoring in Social and Behavioral Sciences (SBS), and as a **Minor** for students in any degree program at USM. Individuals pursuing the Public Health Concentration may also be interested in **USM's Bachelor in Public Health.**

Students should complete the necessary online application so that the Public Health Certificate appears on their MaineStreet academic plan. See Admission Information for Certificate Programs below.

Graduate Study in Public Health:

Individuals pursuing the Public Health Certificate may also be interested in **USM's Master of Public Health** program. Please visit the Office of Admission for application information.

Program Requirements

A minimum grade of C in each course is required to earn the certificate.

Required courses
SBS/SCI 336 /BPH 201 Fundamentals of Public Health
SBS/SCI/BPH 337 Introduction to Epidemiology
SBS 335 Legal Issues in Health and Human Services

In addition, *one of the following* elective courses must be completed:
SBS 304 / ANT 233 Food and Culture
SBS 308 / ANT 302 Medical Anthropology

Certificate in Regulatory Ethics

Description

The Certificate in Regulatory Ethics is open to anyone.

Addressing a need for regulatory expertise in an increasingly complex world of intersecting rules and requirements, this certificate presents an interdisciplinary approach to understanding regulation, an enterprise that cuts across a wide array of domains ranging from health and social services, to education, business, energy, environment, and more. The certificate provides an overview of the sociocultural bases of the need to regulate and the relationship between regulation and ethics, as well as the psychological processes that impact policy-making and drive reactions to regulation. Students will gain a basic understanding of the structure of regulation, where to find relevant information and how to navigate through it, as well as when to call in legal expertise.

Important: This page describes the Regulatory Ethics **Certificate**. Regulatory Ethics is also available as a **Minor,** which is open to students in any degree program at USM.

Students should complete the necessary online application so that the Regulatory Ethics Certificate appears on their MaineStreet academic plan. See Admission Information for Certificate Programs below.

Program Requirements

The certificate is comprised of three required courses and one elective.

Required Courses:

- SBS 362 Understanding Regulation: Applying Scissors to Red Tape
- SBS 363 Human Factors in Regulation
- SBS 370 Toward a Global Ethics (EISRC & INT)

In addition, one of the following elective courses must be completed:
** Please note: Courses numbered 600 through 699 are restricted to graduate students or undergraduate students who have been formally accepted into an accelerated graduate pathway **OR** need permission of instructor.*

- Business, Finances, and Labor
  - ACC 418 Principles of Fraud Examination
  - BUS 280 Legal Environment of Business
  - BUS 312 Sport Law
  - BUS 318 Athletics Administration
  - BUS 346 Human Resource Management
  - BUS 382 International Business Law
  - ITS 320 Occupational Safety and Health
  - LOS 314 Employee Relations
  - LOS 316 Entrepreneurship
  - TAH 221 Introduction to Hospitality Management
- Environment, Energy, and Technology
  - ECO 326 Environmental Economics
  - ECO 327 Natural Resource Economics
  - ESP 200 Environmental Planning
  - ESP 220 Introduction to Environmental Policy
  - ESP 340 Environmental Regulations
  - ITT 376 Network Security and Ethics
  - LOS 310 Science, Technology, and Society
  - PHI 212 Medical Ethics
  - PHI 212 Environmental Ethics
  - PHI 285 Biology, Technology, and Ethics
  - POS 315 Media Law
  - * PPM 683 Environmental Law and Policy
  - SBS 470 Study Abroad: Experiential Cross-Cultural Ethics Lab (INT)

- Food, Drugs, and Devices
  - SBS 304 / ANT 233 Food and Culture
  - SBS 304 / ANT 302 Medical Anthropology
  - *PPM 672 Food Planning and Policy

- Health and Human Services
  - ADS 300 Ethics and Youth with Exceptionalities
  - * EDU 659 Special Education Law for School Leaders
  - * EDU 691 Sports Law and Regulation Compliance
  - LOS/SBS 316 Diversity in Organizations (DIV)
  - MPH 425/525 American Health Systems
  - SBS 315 Social Psychology of Disability
  - SBS 335 Legal Issues in Health and Human Services
  - SBS 339 Immigration, Ethnicity, and Identity
  - SBS 345 Diversity: Many Voices (DIV)
  - SED 335 Students with Exceptionalities in General Education
  - * SED 682 Special Education Regulations, Procedures and IEP team

- Policy and planning

- ESP 200 Environmental Planning
- LOS 322 Leadership in the Public/Nonprofit Sectors
- LOS 325 State and Local Government
- LOS/SBS 436 Risk, Public Policy, and Society
- * MPH 635 Health Law and Ethics
- * PPM 616 Policy, Planning, and Management Law
- * PPM 633 Strategic Planning in the Public and Nonprofit Sectors
- PSY 375 Psychology in the Public Interest
- SBS 430 Applied Social and Public Policy
- SWO 350 Social Welfare Policy

- Permissible Substitutions

  - Alternative courses may be accepted by individual approval. Any graduate course in a relevant content domain will be accepted with instructor and advisor approval.
  - Students whose career will focus on educational contexts may substitute EDU 310 Purpose of Schooling in a Democracy for SBS 370 Toward a Global Ethics.

A minimum grade of C in each course is required to earn the certificate.

Social and Behavioral Sciences Course Descriptions

EYE 123/SBS 199 Our Brains at Play
This course will explore how play and interpersonal experiences forge key connections in the brain. By examining "our brains at play," students devote equal time to the fields of interpersonal neurobiology and play studies. The course will build communicative competence through experiential and cooperative learning, community engagement opportunities, class discussion on topics of ethical and social importance and oral and written assignments. Several times throughout the course, students will utilize a modification of the Lego® Serious Play® method, a kinesthetic and storytelling methodology for understanding how and why the interpersonal neurobiology of play contributes to the well-being of individuals, relationships, and society. Cr 3.

HRD/SBS 200 Multicultural Human Development (SCA)
This course introduces developmental theory and research that encompasses the entire lifespan. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary and multicultural view of human development will be taken by examining theories from a socio-cultural context and in consideration of change as well as stability throughout the life cycle. The interaction of hereditary, environmental, and socio-cultural factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisites: Second semester freshmen or above; must have completed College Writing and an EYE course. Cr 3.

SBS 210 Me in 3D: Introduction to Social and Behavioral Sciences
This experiential course gives students the opportunity to consider their relationship with the world through the three different perspectives on Anthropology, Psychology, and Sociology. We will explore issues of information literacy as an introduction in the interdisciplinary strength of social and behavioral sciences as a major. Cr 3.

SBS 220: U.S. Democracy: Origins and Development (SCA)
In this course, students consider convergence of cultures, events, and ideas that led to the founding of the United States as a republic up to 1877. The course explores the basic structure of the U.S. system of government, the primary political philosophies that undergird it, and past efforts made to remedy injustices that ran counter to the ideals of democracy. This course has been approved by the State Department of Education for content area in secondary Social Studies. Cr 3.

SBS 300 Deviance and Social Control (DIV)
This course provides a forum to examine deviance and social control from sociological, psychological, ecological, environmental and cross-cultural (anthropological) perspectives, examining contested definitions of deviance, and different theories about deviance and social control. The course investigates the interrelationships of culture, power, identity formation and social change. We will explore portrayals of deviance and social control in literature, film, and popular culture. Students challenge their critical thinking skills and will achieve a higher level of understanding about the relative notion of deviance, including how it relates to population size, and the nature(s) and type(s) of social control. 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. It provides a theoretical foundation for how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. This course uses experiential techniques to help students develop critical skills and understanding of group dynamics. 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 cover topics such as individual and organizational learning, individual values and motivation; interpersonal communication and work team dynamics, leadership and emotional intelligence, power and influence, organizational culture and change. Students will engage in experiential and skill-building activities and apply conceptual frameworks to their real-life work experiences. Cr 3.

SBS 303 Abnormal Psychology
This course presents an introduction to the classification, diagnosis, and etiology of what is considered "mental illness." Cultural aspects of "abnormality" will be emphasized, as will integrative models of the causes of mental disorders. This integrative approach considers the complex interplay between biological, psychological, interpersonal, and cultural factors as they contribute to the development and expression of psychological disorders. Cr 3.

SBS 304/ANT 233 Food and Culture
This course examines cultural beliefs and practices surrounding diet, food, cooking, eating, and nutrition. Students explore how behaviors and attitudes toward food and eating influence and are shaped by culture. Discussion may include food and healing, the social functions of food, food as represented in the media, food production and food politics, the diet industry, and eating disorders. Students gain insight into their own behaviors and attitudes toward food and eating, as well as those of today's global cultures. Cr 3.

SBS 305 Child and Adolescent Development
This course examines the development and behavior of children from conception through adolescence. Theoretical frameworks and research on current knowledge in child and adolescent development will be considered, as well as applications to contemporary topics in child welfare and education. This course examines psychological, cognitive, and social dimensions of development. SBS/HRD 200 recommended. Cr 3.

SBS 308/ANT 302 Medical Anthropology
This course considers the interface between medicine and anthropology in terms of both human biology and society. The course develops concepts of health as effective adaptation to environmental stresses, including infectious disease, nutritional stress, and psychosomatic illness, among others. It traces the history of health and disease in human society from hunter-gatherers to modern urban, industrial communities, and examines the way in which human populations have attempted to deal with various agents of disease. The course examines the diversity of human theories of disease causation and explores the role of modern medicine in effective health care delivery to persons of different cultural and ethnic backgrounds. Cr 3.

SBS 310 Childhood and Society
This course weaves several broad themes regarding children and childhood in society, including how socio-historical circumstances shape our perceptions of children and childhood as a distinct life stage; how various agents of socialization including family, educational systems, and media shape contemporary childhood socialization; how children are co-constructors of childhood and society; and how the experiences of childhood are shaped by ethnicity, race, class, and gender. Cr 3.

SBS 311 Theories of Personality
This course is an in-depth study of the major theories of personality. It includes consideration of historical developments and cultural differences in the area of personality theory and research. The relationship of personality with mental and physical health is given special consideration. Cr 3.

SBS 315 Social Psychology of Disability
This course will examine some of the social psychological issues associated with disability and the rehabilitation of individuals who have disabilities, with a focus on minimizing existing social, vocational, educational, and attitudinal barriers to individuals rather than on minimizing the impact of clients' physical/mental differences within a normed environment. It will familiarize students with the points of view and the experiences of people from various social, ethnic, and cultural backgrounds with a wide range of disabilities/abilities, towards enabling students to approach counseling as a means of expanding opportunities for their clients' access to these opportunities, and empowering their clients to attain their goals. Cr 3.

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

LOS/SBS 329 Research Methods

This course is an introduction to quantitative and qualitative research methods which can be used in organizational planning and decision-making and in the social and behavioral sciences. 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.

SBS 332 Death, Dying, and Denial
An interdisciplinary consideration of death and dying that may include biological, historical, and various social science perspectives, this course examines cross-cultural variations in beliefs and practices related to death, care for the dying, and bereavement. It also explores the personal, social, and cultural implications of denying death and refusing to mourn. Cr 3.

SBS 334 Spirituality
Spirituality, variously defined, is a central part of human experience, constituting important levels of consciousness and meaning. This course will investigate the experience and development of spirituality over the life span as depicted in religious, psychological, "New Age," and imaginative literatures. Cr 3.

SBS 335 Legal Issues in Health and Human Services
This course examines the legal framework underlying the delivery of health and human services with an emphasis on current socio-legal problems including the rights of clients and the responsibilities of workers. Cr 3.

SBS/SCI 336 / BPH 201 Fundamentals of Public Health
This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. Trends, successes and challenges from a population perspective will be discussed as well as various tools and techniques used to address public health issues. Cr 3.

SBS/SCI 337/BPH Introduction to Epidemiology
This seminar course introduces the student to epidemiology as a utility for the establishment and maintenance of public health. In essence, epidemiology involves the observation and statistical analysis of the occurrence of health and disease in human populations. This science informs the practice of preventive health/disease control and the formulation of public health policy. Seminar topics will be drawn from both infectious and chronic disease epidemiology ranging from the historical plagues such as the Black Death to the modern plagues of AIDS, cancer, and obesity. Recommended prerequisites include introductory biology, and statistics. Cr 3.

SBS 339 Immigration, Ethnicity, and Identity
This course will investigate *race* and *ethnicity* and how people acquire and retain their identity. Why do people leave their homes to start new lives in new places? Why do they want to face new or grave challenges? Pilgrims, Jews, Huguenots, and Irish in the past, and Somali and Syrians, today, are but a few peoples who have done so. Through historical and contemporary readings and films, oral histories and personal interviews, the course examines the challenges immigrants face, as they attempt to assimilate within the U.S. while trying to maintain their native languages, traditions, cultures and communities. Cr 3.

SBS 341 The Family
This course is a contemporary, interdisciplinary approach to the study of the family that includes an examination of family structures, familial relationships, and the impact of historical change on these structures and relationships. Cr 3.

SBS 343 Substance Use Disorders
This course considers patterns of use of drugs, the bases of their effects and associated harms, and the history of and current options for prevention and intervention efforts. The role of society and public policy in influencing our thinking and behavior concerning substance use and abuse is considered. Cr 3.

SBS 344 Violence: Causes and Control
This course studies violence and the possibilities of living peacefully as explored in psychological and sociological works and in writings on anthropology, social policy, and religion. The course reviews the causes of violent and aggressive behaviors and specific approaches to the prevention and control of these behaviors. Cr 3.

SBS 345 Diversity: Many Voices (DIV)
This course examines the impact of various markers of diversity including race, class, and gender on individual and social experiences in the United States. Students will analyze issues of diversity concerning inequality, power, privilege, and social justice. Students will explore their own place in a diverse society and develop opportunities for building strength through diversity in organizations and communities. Cr 3.

SBS 346 Introduction to Social Services
This course examines the profession of social work from both historical and contemporary perspectives. Students will explore specialty areas in social work such as mental health and disability, crime and violence, and family work. A focus on case management will be explored. Career options in the social work field will be explored. Cr 3.

SBS 348 Responding to Mental Health Crisis in the Community
This course explores history and models of mental health focused on the ability of individuals with mental illness to function successfully in the community. The course will assist students in developing an understanding of crisis intervention perspectives, including knowledge of the following: risk factors and precipitating events; available emergency community resources and associated obstacles to access to these services; effects of psychological trauma as it pertains to the impact on the community; what it means to be culturally competent; and how we work with various vulnerable populations within a community setting. Cr 3.

SBS 349 Trauma and Narrative
This course examines the medical, political, and cultural history of the concept of trauma, focusing on how trauma has become a core concern in both contemporary clinical psychology and literary criticism. We consider models for conceptualizing responses to traumatic experiences. Topics include the diagnostic criteria of Post-Traumatic Stress Disorder, recommended treatment approaches, risk and protective factors. Students explore "narrative" vs. "traumatic" memories and carefully examine a number of literary texts and films to analyze the characteristics of representations of traumatic memory. The idea that fashioning a narrative of traumatic experience is essential to trauma therapy and to the healing effects of trauma literature, will also be explored. Prerequisites: Recommended completion of a 100-level College Writing course (with grade of at least a C), SOC 100, PSY 100, and ANT 101. Cr 3.

SBS 350 Psychosocial Disorders in Childhood and Adolescence
This course includes readings and discussion of the etiology and manifestation of psychosocial disorders in childhood and adolescence. Topic areas, including approaches to intervention, will be considered from developmental, psychological and sociological perspectives. Special focus includes the role of the family and other collateral adults to support a variety of treatment approaches. Cr 3.

SBS 358 Representations of Motherhood
This interdisciplinary course examines the ways in which motherhood is represented in various cultural forms (including film, literature, and political rhetoric) and from within different historical and cultural contexts. Contemporary psychological theories will be considered in terms of how they are used to prescribe normative demands on women and mothers and also how they attribute various powers to mothers, that then contribute to the construction of particular social policies and practices. Prerequisite: College Writing course. Cr 3.

SBS 362 Understanding Regulation: Applying Scissors to Red Tape
Every industry and profession in the United States is caught in a vast net of regulations; federal, state, and local governments all have policies that influence and determine the infrastructure of organizations and how they function. From the Food & Drug Administration through Equal Opportunity laws, local ordinances, and professional organization standards and requirements, this course will examine how and why regulations arise; how to research and decipher their essential elements; how to determine what regulations apply to product, idea, or profession (PIP) and how to think about and manage risks associated with regulations. Cr 3.

SBS 363 Human Factors in Regulation
This course introduces students to classic and contemporary theory within psychology, sociology, anthropology and legal studies to understand why regulations exist and how human beings create, respond to, and navigate them. Students learn about core constructs that impact both individual and group-level (e.g., corporate) decision-making, and policy making. These include: neurocognitive and evolutionary processes; individual factors (e.g., need for control, reactance, psychopathy); group processes (e.g., in-group/out-group; groupthink; persuasion techniques); social factors (e.g., tragedy of the commons; nature of institutions and bureaucracies); and cultural factors (e.g., individualism versus collectivism, cross-cultural ethical/legal differences). Students learn to use these analytical frameworks to understand the role of poverty/affluence, education and governmental structure on how regulatory control is created and sustained within social systems. It is highly recommended that students have taken one of the disciplinary introduction courses (PSY 100, SOC 100, or ANT 100) prior to taking this course. Cr 3.

SBS 364 Introduction to Creative Modalities
This course introduces students to the basic principles, theories, and varied professional applications of the expressive therapies, including modalities of art, drama, movement, music, poetry and play. Exposure to and experience with a variety of experiential processes is a major feature of the course. Exploration of the value of these methods in transcending barriers of age, mental health, physical health, learning styles and needs, language ability and cultural norms is also woven into the course. Cr 3.

SBS 368 Transitioning Cultures: Ethical Conflicts in Post-Military Life (EISRC designated course for active duty military or veterans only)
This course compares and contrasts ethical and moral issues across military, civilian, and veteran populations. Students will articulate how values and ethics inform human understanding, social structures, and personal and interpersonal behavior in comparisons between military and civilian life experiences. Students will explore the contradictions between military ethics and divergent frameworks of civilian life. As a EISRC designated course the core pre-requisites are: any three of Creative expression, Cultural Interpretation, Science Exploration, Socio-Cultural Analysis. Cr 3.

SBS 370 Towards a Global Ethics (EISRC)
This writing intensive course assists students in articulating and assessing their own values. It examines the range of ethical theories and positions and explores the influence of particular cultural ideologies on ethical beliefs. The course considers the ethical principles implied in democracy, sustainability, justice, and difference. It examines ethical issues and dilemmas faced by individuals, organizations, and nations while exploring personal and collective decision-making processes in a global context. Core pre-requisites: any three of Creative expression, Cultural

Interpretation, Science Exploration, Socio-Cultural Analysis. Cr 3.

SBS 375 Infant Mental Health and Attachment
This course focuses on the critical importance of attachment in early childhood and the emotional development of young children as the basis of forming relationships throughout one's life. New developments in neuroscience, the impact of stress on developing brain architecture and adverse childhood experiences will be reviewed. Positive and negative influences on both attachment and emotional development will be discussed as well as implications for attachment relationships throughout the lifespan. The concepts of infant mental health as relational, reflective, and interdisciplinary will be presented as well as skills and strategies for supporting the growing field of infant mental health. Recommended: PSY 100, HRD/SBS 200, a course in Child Development, or SBS 311. Cr 3.

SBS 390 Brain and Behavior
This course will explore the relation between the human brain as a physical organ, the mind as it relates to the brain, and behavior. We will explore how the human brain is structured and how those structures control various function; the basics of how neurons communicate with each other, electrically and chemically; how the brain develops and "brain circuits" are formed; and how memory, emotion, identity, and spirituality grow out of the "wetware" that is our most complex organ. Cr 3.

SBS 398 Independent Study (EL)
Prerequisite: junior standing and permission of instructor. Cr 3.

SBS 399 Special Topics
Various courses. Cr 3.

SBS 411 Counseling and Psychotherapy
A study of the conceptual foundations, fundamental characteristics, and ethical principles involved in the process of psychological counseling. We will explore alternative methods (e.g. individual, group, family) of therapy in relation to theories of personality development and functioning. Special focus will also be placed on counseling approaches in community mental health areas such as trauma and crisis intervention. Prerequisite: SBS 311. Cr 3.

SBS 420/LOS 599 Mindfulness
Mindfulness is about paying attention without judgment to what is being presented to us in our lives moment by moment right here, right now and then responding to this moment from a place of balance/center rather than reacting from old patterns. This course studies Mindfulness using practices based on the Kabat-Zinn Mindfulness-based Stress Reduction Program and practices based on the work of Professor Nancy Hathaway. Students will learn to utilize Mindfulness-based Stress Reduction practices for cognitive and emotional regulation, and explore ways to integrate Mindfulness into work, family, health, and relationships, particularly into Teaching, Nursing, Social Work, Counseling, Public Safety, and the Healthcare Professions. Cr 3.

SBS 430 Applied Social and Public Policy (Capstone)
A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. The course combines service learning or community engagement with action research strategies in an Applied Social Policy project with a community-based organization or governmental agency. Prerequisites: Senior standing and either LOS 210 or SBS 210 or SBS 370 or permission of the instructor. Recommended to be taken in final semesters. 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 to health, are measured, perceived, communicated, and acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

LOS/SBS 470 Study Abroad (INT & EL)
The goal of this course is to provide an experiential learning opportunity for students to increase their global awareness. Through a variety of readings, overseas traveling, site experiences, and reflection exercise, students will examine a diversity of sociocultural issues in a foreign environment. Prerequisite: Instructor permission. Variable Cr 3-6.

Lewiston-Auburn College Course Descriptions

Please see individual department pages to see courses offered by our programs. Course schedule and registration information can be found by going to the LAC home page and clicking on Schedule of Courses.

- Leadership and Organizational Studies Courses
- Natural and Applied Sciences Courses
- Social and Behavioral Sciences Courses

- Occupational Therapy Courses
- Nursing Courses
- LAC Courses

Lewiston-Auburn College Courses (back to top)

The following courses are offered by Lewiston-Auburn College.

LAC 413 Exploring Careers and Job Search Skills

In this career devlopement course, preparing for internships, studetns relate self-knowledge, interest and skills assessment, and career decision-making strategies to affirm and develop career path options. In addition, students will learn how to market themselves to prospective employers by using tools such as cover letters, resumes, and interviews. Prerequisite: None. Offered: Fall, Spring, Summer. 2 cr

LAC 447 Internship (EL)

This online course provides students the opportunity to work in their chosen field to evaluate their interest and acquire basic skills needed to market themselves effectively. Students participate in an online seminar in which they learn about and reflect on workplace issues. Students wishing to take more than 3 credit hours must have permission from their faculty advisors. Prerequisite: Must be LOS, NAS, or SBS major who has successfully completed at least 50 credits. Offered Fall, Spring, Summer. Cr 3-6

Women and Gender Studies Overview

Director: Rosemary Cleary, 94 Bedford St., Portland

Women and Gender Studies Council: Professors: Chapkis, Raimon, Wininger, Ziffer; Associate Professors: Carroll, Cleary, Walker; Assistant Professors: Ouellette, Shattuck-Heidorn, Sparks.

The Women and Gender Studies Program offers students an opportunity to explore ways of thinking about gender. Our interdisciplinary program focuses on such issues as the gendered construction of science; gender and cultural production; histories of gender inequality, social transformation, and activism; queer and transgender experiences; gendered inequities in work; eco-feminism; and critical intersections of race, ethnicity, ability, nationality, religion, class, sexuality, and gender.

As they develop skills in feminist analysis, critical thinking, and writing, Women and Gender Studies students investigate and challenge long-standing assumptions about gender and society. Students also encounter new ways of conducting research, analysis, and communication, from community-based learning to archival research and multimodal projects. Our students often apply their theoretical knowledge through internships with local organizations and agencies. Women and Gender Studies majors are prepared for graduate and professional schools in a variety of disciplines as well as for careers in business, public service, and nonprofit organizations.

Committed to an international/global perspective, the program has hosted visiting scholars from many countries, including Iceland, Russia, Croatia, Zimbabwe, Nigeria, Scotland, Pakistan, Egypt, Israel, Iraq, and Sweden.

Each semester, the program offers a rich array of co-curricular programming and performances by nationally and internationally acclaimed scholars, activists, and performers, including our annual celebration of Women's History Month.

Prerequisites and Grade Policy

There are prerequisites for many of the Women and Gender Studies courses. See departmental course listings for specific information. A minimum grade of C or better is required in major/minor courses. Courses taken pass/fail must be approved by the Director.

Curriculum Summary and Guide

The Women and Gender Studies curriculum is built upon a shared commitment to the principles of educational excellence and educational opportunity. It is structured to ensure that students encounter the interdisciplinary fields and approaches that characterize Women and Gender Studies. Students develop skills in research, writing and analysis as they progress through the curriculum. Consequently, there are prerequisites for upper-division courses. The first-year student is encouraged to complete Core curriculum requirements, including Introduction to Women and Gender Studies (WGS 101 or EYE 109) and College Writing (ENG 100). In the second year, students should take Rethinking Gender and Culture (WGS 201), followed by Contemporary Feminist Theories (WGS 390) and Politics of Difference (WGS 380). Students who minor in another discipline should also begin the suggested sequence in that year. Third-year schedules should include at least two Women and Gender Studies topics courses, drawn from two of our four subject areas. Fourth-year students are required to take the Capstone Experience in Women and Gender Studies (WGS 490) and select either the internship or thesis option. These courses offer advanced experience in feminist theories, research, and practice, while allowing students to pursue their own interests under careful guidance.

To graduate from this program, the student must have:

- completed 36 hours of required coursework, as described above;
- attained a cumulative GPA of B- (2.67) in 201, 380, 390, 490.

Students who wish to graduate with honors in this major must:

- maintain a cumulative GPA of 3.50 in all of the courses that count toward the WGS major.
- maintain a cumulative institutional GPA of 3.00;
- have demonstrated superior work in the thesis or internship;
- be recommended by a faculty member who teaches courses within the program; and
- be approved by the Women and Gender Studies Council.

BA in Women and Gender Studies

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the major: 36.

For students fulfilling the Capstone requirement with the Internship, the Women and Gender Studies major consists of 24 hours of required courses and 12 hours of Women and Gender Studies related courses. For students fulfilling the Capstone requirement with the Thesis, the Women and Gender Studies major consists of 27 hours of required courses and 9 hours of Women and Gender Studies related courses.

Required Courses (24-27 credit hours)

Either of the following (3 credit hours)
WGS 101 Introduction to Women and Gender Studies
EYE 109 Gender, Representation, and Resistance

All of the following (11 credit hours)
WGS 201 Rethinking Gender and Culture
WGS 380 Politics of Difference
WGS 390 Contemporary Feminist Theories
WGS 490 Capstone Experience in Women and Gender Studies

One Topics Course from TWO of the following subject areas (6 credit hours)
WGS 235/335/435 Topics in Science, Technology, and Health I/II/III
WGS 245/345/445 Topics in Culture, and the Arts I/II/III
WGS 255/355/455 Topics in History and Resistance I/II/III
WGS 265/365/465 Topics in Gender and Institutions I/II/III

Either of the following (4-7 credit hours)
WGS 485 Internship
WGS 484 and 486, Two-Semester Thesis Sequence

Women and Gender Studies Related Courses: (9-12 credit hours)

- Students may take no more than three electives from one department or program. No more than one course at the 100-level may be counted as an elective.

Minor in Women and Gender Studies

Description

See Program Requirements

Program Requirements

The minimum number of credits (exclusive of the University's Core curriculum) required for the minor: 18.

The Women and Gender Studies minor consists of a minimum of 9 credit hours of required courses and 9 hours of related courses as follows:

Required Courses

Either of the following (3 credit hours)

WGS 101 Introduction to Women and Gender Studies

EYE 109 Gender, Representation, and Resistance

And the following (3 credit hours)

WGS 201 Rethinking Gender and Culture

Either of the following (3 credit hours)

WGS 380 Politics of Difference

WGS 390 Contemporary Feminist Theories

Women and Gender Studies Related Courses (at least 9 credit hours)

Two of the courses must be at the 300-level or above. Students may take no more than two electives from one department or program. No more than one course at the 100-level may be counted as an elective.

Women and Gender Studies Course Descriptions

WGS 101 Introduction to Women and Gender Studies

From a variety of perspectives, this interdisciplinary course explores interrelated queries and topics that emerge from the field of Women and Gender Studies. Students will read materials that address the meanings of gender in different cultures, social organizations, and historical periods. The course particularly investigates *difference*, specifically, how gender difference is constructed, practiced, represented, challenged, and experienced. Cr 3.

WGS 201 Rethinking Gender & Culture

What is gender? Is it innate or learned? How many genders and sexes are there? What is gender inequality? How does gender intersect with other categories of difference such as race, class and sexuality? How are these differences understood in various national contexts? These are some of the questions that feminist, gender and sexuality studies take up, and the questions that we will pursue in this class. Cr 3.

WGS 220 Topics in Women and Gender Studies

This course will investigate Women and Gender Studies topics not already covered by regular course offerings. May be repeated for credit when topics vary. Cr 1-3.

WGS 235, 335, 435 Topics in Science, Technology, and Health I, II, III

Courses in this category will include a feminist critique of traditional science, technology, and medicine. Students will be introduced to feminist perspectives on knowledge, health, and power. Each of these courses will address such questions as: How does scientific thinking and gendered technologies affect bodily experience? How does science create racialized, sexualized and gendered subjects? How can science be used as a basis for feminist activism? May be repeated for credit when topics vary. Cr 3.

WGS 245, 345, 445 Topics in Culture and the Arts I, II, III

Courses in this category will examine cultural production from feminist perspectives. Each of these courses will address the question of how is gender is represented in historical and contemporary texts. May be repeated for credit when topics vary. Cr 3.

WGS 255, 355, 455 Topics in History and Resistance I, II, III

Courses in this category will explore the history of gender and activism in a variety of contexts. Students will be introduced to feminist theories

and practices concerning collaborative activities and grassroots organizations. May be repeated for credit when topics vary. Cr 3.

WGS 265, 365, 465 Topics in Gender and Institutions I, II, III

Courses in this category will focus on gender relations and the social and institutional construction of gender. Students will be introduced to feminist perspectives on social structures, such as those reinforced by economic, educational, political, medical, and religious institutions. May be repeated for credit when topics vary. Cr 3.

WGS 320, 420 Advanced Topics in Women and Gender Studies

This course will investigate advanced Women and Gender Studies topics not already covered by regular course offerings. May be repeated for credit when topics vary. Cr 3.

WGS 380 The Politics of Difference

Politics of Difference explores some of the consequences of using gender, race, nationality, class, religion, and sexuality to shape identity and culture. The course will examine how discourses of identity and difference are used to both justify inequalities and to enable solidarity. In the seminar we will look at a range of strategies that are employed in response to difference including attempts at managing, disciplining, or cleansing difference as well as efforts at redefining, reclaiming, and recreating the meanings of difference. Prerequisites: WGS 101 or EYE 109, WGS 201 or permission of the instructor. Offered Fall Semester. Cr 3.

WGS 390 Contemporary Feminist Theories

This course provides a survey of several contemporary feminist frameworks for thinking about sex, gender, and sexuality as they intersect with race, class, nation, etc. The focus of the course is the intimate relationships between feminist theories and feminist practices, locally and globally. Prerequisites: WGS 101 or EYE 109, WGS 201 or permission of the instructor. Offered Spring Semester. Cr 3.

WGS 470 Independent Study

This course provides junior and senior students with the opportunity to pursue a project independently, concentrate on a particular subject of concern, or conduct individually arranged reading or research studies under the advice and direction of a faculty member. Prerequisites: advanced standing and permission of the instructor. Cr 1-6.

WGS 484 Feminist Thesis Workshop

This is the first semester of a two-semester sequence for students planning to write a senior thesis. In Feminist Thesis Workshop, each student will develop a thesis topic and research question, investigate the thesis subject thoroughly, write and revise a formal research statement, conduct a review of the appropriate literature, choose a thesis advisor and committee, and produce a formal thesis prospectus. As part of learning about the process of researching and writing a thesis, students will explore feminist approaches to research and writing in academic disciplines relevant to students' thesis topics. Prerequisite: Advanced standing and instructor permission. Offered Fall Semester. Cr 3.

WGS 485 Internship

The internship requires students to work closely with a group, business, or organization for one semester. Students will write a research paper on a topic related to their internship experience and will present that research in the spring semester. Prerequisites: senior standing and women and gender studies major or minor. Offered Spring Semester. Cr 4-6.

WGS 486 Thesis

The thesis allows students to pursue guided research on a topic of their choosing. Students writing a thesis should plan a two-semester sequence; WGS 486 should be preceded either by an independent study in the student's area of interest, or WGS 484, Feminist Thesis Workshop. Thesis students should choose three readers, including an advisor whose interests and scholarship are in line with their own. The minimum length for a thesis is 30 pages, and should include a substantial bibliography. Thesis students must present their work in a public venue in the spring semester. Senior thesis students will take WGS 490, Capstone, simultaneously with WGS 486, to fulfill the capstone requirement. Prerequisites: senior standing and women and gender studies major or minor. Cr 4.

WGS 490 Capstone Experience in Women and Gender Studies

All majors are required to select either an internship or thesis for their senior capstone experience. Students enrolled in either option are required to participate in a weekly seminar. Students are expected to co-enroll in WGS 490 and WGS 485 or 486. Offered in the Spring Semester only. Cr 2.

Related Courses

ANT 232 Anthropology of Sex and Gender

ANT 255 Cultures of Africa

ANT 262 Women, Arts, and Global Tourism

ART 311 Gender Identity and Modern Art

CMS 310 Cinema and Women

CRM 317 Gender and Crime

ENG 342 Topics in Contemporary Theory

ENG 344 Sex/Gender and Sexuality

ENG 344 344 Sex/Gender and Sexuality: Digital Feminisms: Social Action Online

ENG 347: Madness, Medicine and Monsters: Women and Gender in Gothic Fiction

ENG 379: Earlier Women Writers

ENG 387 Women Writers Since 1900

ENG 387 Contemporary Women Writers: Lesbian and Queer Literature

ENG 385 Studies in 19th Century American Literature: Popular Women Writers Across the Color Line

ENG 466 Seminar in the 18th Century: Witchcraft

ENG 383 Baldwin and Morrison

EYE 109 Gender, Representation and Resistance

GEO 302 Gender, Work, and Space

GEO 450 Gender, Race, Class and the City

HTY 339 European Women's History

HTY 364 History of Women in the United States

HTY 394 Gender in Native North America

HTY 394 Gender, Sexuality, and WWII

HTY 394 Black Women and Girls in History and Culture

PHI 220 Philosophy of Art and Visual Culture

PHI 312 Morality in African Literature and Film

PSY 399 Science and Feminism

SBS 349 Trauma and Narrative

SBS 358 Representations of Motherhood

SBS 399 Gender, Schooling, and Education

SBS 399 Family Violence

SOC 301 Applied LGBTQ+ History

SOC 316 Sociology of Gender

SOC 330 Sociology of the Family

SOC 358 Sociology of Women's Work

SOC 365 Sociology of the Body

SOC 380 Family Violence

SOC 380 Gender and Health

SWO 374 Sexual Harassment in Education and Work

SWO 365 Examining Oppression and Valuing Diversity

SWO 375 Gender and Aging

TAH 262 Women, Arts, and Global Tourism

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
- **Black, Roxie** (1997-2016) Boston University, B.S., 1968; University of Southern Maine, M.S., 1989; Lesley University, Ph.D., 2002; Professor Emerita of Occupational Therapy
- **Blum, Janet** (1999-2018) University of Maine, B.S., 1982; Northeastern University, M.S.,1987; Boston University, Sc.D., 1991; Professor Emerita of Exercise, Health, and Sport Sciences
- **Bolda, Elise J.** (1995-2018) University of Vermont, B.A., 1974; University of North Carolina at Chapel Hill, M.S.P.H., 1986, Ph.D., 1995; Professor Emerita of Public Health
- **Brown, Scott W.** (1987-2017) Goddard College, B.A., 1974; University of Maine, Ph.D., 1984; Professor Emeritus of Psychology
- **Brown, William A.** (1960-1992) Bowdoin College, B.A., 1954; University of Maine, M.A., 1959; Associate Professor Emeritus of Mathematics
- **Burson, Janet Z.** (1978-2005) Syracuse University, B.S., 1964; Oregon State University, M.S., 1975; Vanderbilt University, Ed.D., 1990; Associate Professor Emerita of Nutrition
- **Caffentzis, Constantine G.** (1987-2013) City College of the University of New York, B.A., 1966; Princeton University, Ph.D., 1978; Professor Emeritus of Philosophy
- **Callender, Willard D., Jr.** (1972-1997) Bates College, B.A., 1958; University of Connecticut, M.A., 1960, Ph. D., 1967; Professor Emeritus of Adult Education
- **Cameron, Ardis** (1988-2015) Western College for Women, Miami University, B.A., 1970; Stetson University, M.A., 1973; Boston College, Ph.D., 1986; Professor Emerita of American and New England Studies
- **Canniff, Julie G.** (2000-2015) Coe College, B.A., 1967; Harvard University, M.T.S., 1994, Ed.D., 1999; Associate Professor Emerita of Teacher Education
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