COURSE DESCRIPTIONS – Fall 2017

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

BIO 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

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

BIO 111  Human Anatomy and Physiology I
The course is the first semester of a two-semester sequence concerning the structure and function of the human body. The course focuses on the study of cell chemistry, cell physiology, tissues, integumentary system, skeletal system, muscle system, and nervous system. It is appropriate for nursing and allied health majors and does not fulfill requirements of the biology major. Prerequisite: Students must have fulfilled the University’s readiness requirement in mathematics. Cr 3

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

BIO 281  Microbiology for Health Sciences
This course is a basic introduction to the structure and function of prokaryotes, with some consideration of viruses and parasites. It is appropriate for nursing and allied health majors and does not fulfill requirements of the biology or biochemistry majors. Prerequisites: grade of C- or higher in CHY 107 or CHY 113 and grade of C- or higher in BIO 105 or BIO 111. Cr 3

BIO 282  Microbiological Laboratory
The laboratory explores basic techniques of isolation and cultivation of microorganisms, primarily bacteria and fungi. In addition, biochemical, molecular, and genetic analyses of microorganisms are introduced. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 281 or BIO 311; or permission of instructor. Cr 2

BIO 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.

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.

ECE 391  Math in Early Childhood Education
This course examines key principles for effective teaching of early mathematics and what teachers need to know to guide and challenge a child’s understanding so that all young children receive a high-quality education in mathematics, as advocated by the National Association for the Education of Young Children (NAEYC). Additionally, the types of opportunities young children have to participate in mathematical exploration of the world around them will be examined. This course builds off our natural ability to develop numeracy and the child’s interest in doing so and connects it with the development of a comprehensive mathematics program in early childhood education. Instruction in hands-on exploration is guided by key principles of mathematical thinking including number sense, geometry, patterning, and measurement. Students learn how to create learning environments that support cultural and linguistic diversity and gender-fair practices. The course addresses standards from the NAEYC developmentally appropriate practices (DAP), the National Council for the Teaching of Mathematics (NCTM), the State of Maine Early Childhood Learning Development Standards for Mathematics, along with the Common Core State Standards (CCSS) for Mathematics. 3 Cr

HCE 686  Internship: 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 1-15

HRD 200  Human Growth & Development
This course introduces developmental theory and research that encompasses the entire lifespan. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary and multicultural view of human development will be taken by examining theories from a socio-cultural context and in consideration of change as well as stability throughout the life cycle. The interaction of hereditary, environmental, and socio-cultural factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: Second semester freshmen or above; must have completed College Writing and an EYE course. Cr 3

HTY 101  Western Civilization I
A basic survey and introduction to the heritage of Western society from ancient to early-modern times. Particular attention is given to the ancient civilizations of Egypt, Greece and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The Renaissance and Reformation and the rise of the great nation-states are studied. Throughout the course important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michelangelo, and Elizabeth I. The course also introduces students to historical method. Every Fall & Spring semester. Cr 3
LAC 105 Basic Photography
This course is an introduction to black and white photography, designed to help students gain understanding through “hands-on” photographic work. Lectures include classroom discussions concerning the history and aesthetics of photography, and techniques include camera and lens functions, exposure methods, basic black and white film processing, printmaking, print finishing, and presentation techniques. Cr 3

LAC 110 College Writing: Language and Literacies
This course covers writing more effectively by briefly reviewing students’ existing knowledge base and then focusing on a discussion of how to convey meaning efficiently, clearly, and completely. Students bring their papers from other courses to class for review. Course material is drawn from enrolled students’ writing samples. Cr 3

LAC 112 Microsoft Excel
This course uses a problem-solving approach to electronic spreadsheets. It satisfies the LOS major’s requirement and should follow the LAC 150 introductory course. Students will learn advanced data analysis, formulas, and create graphs to interpret the data. This course should be completed prior to taking the financial management, economics, or budgeting course. Prerequisite: LAC 150 or equivalent. Cr 1

LAC 114 PowerPoint
This computer program allows users an electronic means of giving presentations to groups of people. Students will learn how to create electronic slides using written, graphic, and sound materials. The slides can then be formatted in several different ways: 35 mm slides, overhead transparencies, and handouts. Students who have to give presentations to classes or who are considering careers in teaching, marketing, or public relations fields should consider this course. Cr 1

LAC 120 Statistics for Informed Decision Making
This course introduces and applies quantitative analyses to address real world questions. It applies descriptive statistics, sampling and significance testing, correlation, and regression analysis to issues related to the four themes of the Core. The course provides the opportunity to interpret and analyze statistical decision making, and identifies data misconceptions and misuses. Cr 3

LAC 123 College and Community I
This entry phase course introduces students to the promise and possibilities of USM LAC’s interdisciplinary, writing-intensive, and student-centered culture. Students will consider the relevance the four themes of the Lewiston Common Core (justice, sustainability, democracy and difference) have to their future lives. Students link their own “stories” -- what has brought them to this point in their personal, academic, and professional lives -- with the habits of mind needed for success in college, career, and global citizenship. Cr 3

LAC 188 College and Career Success
The focus of the course is on self, learning and career exploration and the critical role of personal decision making in identifying and pursuing strengths, interests, and areas for growth. Students will learn to understand their own decision making process and the factors that influence that process. Course activities will include assessments of self, assessments of interest, and explorations of academic life and career. This course provides students with the opportunity and tools for taking enhanced control of their academic learning process. Throughout the course, students will be introduced to resources and support systems to help maximize the University experience and create an intentional career path. This is a 3-credit course used as elective credit toward graduation. Cr 3

LAC 200 Community Learning Groups: Planning for Academic Success
This specially designed course for TRIO Student Support Services participants serves as the first module in a series which will enhance the learning experience at USM and prepare the student to focus on personal and academic goals. Topics will vary, but will include self-assessments for career and learning, study strategies, making the most of academic advising, taking full advantage of university offerings, financial literacy, leadership and diversity development, and planning for careers or graduate school. The instructor’s role will be to serve as advisor and guide, and in addition, there will be guest speaker experts in some classes. Students will normally take this course in their first semester of SSS participation as it is an important anchor to the program. Cr. 1

LAC 210 Creative Critical Inquiry into Modern Life
This writing instruction course introduces students to criteria for identifying and constructing well-reasoned arguments, fosters the discovery and use of students' critical/analytical voice in their writing, and develops skills for incorporating, interpreting and integrating the views of others. It provides the opportunity to refine critical thinking abilities by analyzing everyday life experience, including how culture shapes our sense of reality and ourselves. The course highlights the importance of generating good questions and tolerating ambiguity when seeking to understand complex issues. Prerequisite: College Writing. Cr 4

LAC 220 U.S. Democracy: Origins and Development
In this course, students consider the convergence of cultures, events, and ideas that led to the founding of the United States as a republic up to 1877. The course explores the basic structure of the U.S. system of government, the primary political philosophies that undergirded it, and past efforts made to remedy injustices that ran counter to the ideals of democracy. Cr 3

LAC 250 Thinking About Art, Thinking Through Art
This course explores the tools and strategies important in the interpretation of literature and the arts and encourages an appreciation of the role of literature and the arts in social, political, and cultural life. It promotes understanding of and appreciation for the creative expression of shared cultural beliefs in various historical periods of cultures around the world and examines literature and the arts as potential critiques of culture. Co-curricular opportunities are included, especially in connection or conjunction with the Atrium Gallery. Cr 3

LAC 269 Exploring Careers, Choosing Life Roles
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Offered fall, spring, summer. Cr 1.5

LAC 304 Writing Children's Literature
An exploration of how details, characters, and voices create compelling children’s stories. This course will include text readings, multiple online writing assignments, along with analyzing several children’s books and critiquing and commenting on classmates’ work. Students will also write their own children’s picture book. This course has been approved by the State Department of Education for content area in secondary English. Cr 3

LAC 325 World History and Geography I
This is the first in a series of two courses that are designed to help students develop an understanding of and an appreciation for world history and geography. The course’s goal is to provide students with a humanistic background from which to better comprehend global complexities. This course will cover the period from Prehistory to the Age of Modern Expansion - from about 50,000 to 500 years ago. Cr 3
LAC 335  Working with Writers
This one-credit course provides training for Writing Assistants who work at the LAC Writing Center. Topics covered include basic composition theory, the Writing Center as a workplace, tutoring in digital formats, helping writers across the curriculum, and communication skills. The course prepares Writing Assistants for CRLA (College Reading and Learning Association) certification. The course may be taken three times (to align with the three levels of CRLA certification). Permission of instructor required. HUM 335 to be offered as a seminar every Fall and Spring semester. Cr 1

LAC 336  Intermediate/Advanced Writing for Non-Native Speakers
This course has been specifically designed for non-native speakers of English who need to produce more natural, sophisticated, and accurate writing for academic purposes. By reviewing approaches to and processes of academic reading and writing, students will hone their abilities to understand and produce writing in a variety of academic forms. This course is a higher level writing course and assumes substantial background in English as a second language. This course may be required as part of an academic plan. Prerequisite: College Writing ENG 100 or LAC 110. Cr 3

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

LAC 370  Toward a Global Ethics
This writing instruction course assists students in articulating and assessing their own values. It examines the range of ethical theories and positions and explores the influence of particular cultural ideologies on ethical beliefs. The course considers the ethical principles implied by democracy, sustainability, justice, and difference. It examines ethical issues and dilemmas faced by individuals, organizations, and nations while exploring personal and collective decision-making processes in a global context. Prerequisite: Core Area C. Cr 4

LAC 413  Job Search Skills for the 21st Century
In this final course in the career development series, students assume active agency in career planning through learning how to market themselves to prospective employers. They learn to create and use the tools needed for career placement, such as cover letters, resumes, and interviews. Prerequisite: LAC 269. Offered fall, spring, summer. Cr 1.5

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

LAC 480  Senior Seminar
This course provides writing instruction experience for students from LAC’s four degree programs. Students complete a major research and writing project addressing one of the four themes of the Common Core from an interdisciplinary approach. Prerequisite: ENG 100G or LCC 110C; LCC 200E or LCC 370E; HUM 300, and LOS 300 OR SBS 320. Cr 3

LAE 200  Education in the U.S. with Field Experience
This introductory course combines the study of education in the United States with an examination of its historical perspectives. The course introduces the student to the relationship between schools and society while developing the student’s personal philosophy of education. A two-and-a-half hour per week field experience component allows the student to acquire a better understanding of the teaching profession in a school setting. This is an excellent course for those who wish to explore an interest in teaching. Cr 4

LAE 391  Math in Early Childhood Education
This course examines key principles for effective teaching of early mathematics and what teachers need to know to guide and challenge a child’s understanding so that all young children receive a high-quality education in mathematics, as advocated by the National Association for the Education of Young Children (NAEYC). Additionally, the types of opportunities young children have to participate in mathematical exploration of the world around them will be examined. This course builds off our natural ability to develop numeracy and the child’s interest in doing so and connects it with the development of a comprehensive mathematics program in early childhood education. Instruction in hands-on exploration is guided by key principles of mathematical thinking including number sense, geometry, patterning, and measurement. Students learn how to create learning environments that support cultural and linguistic diversity and gender-fair practices. The course addresses diversity from the NAEYC developmentally appropriate practices (DAP), the National Council for the Teaching of Mathematics (NCTM), the State of Maine Early Childhood Learning Development Standards for Mathematics, along with the Common Core State Standards (CCSS) for Mathematics. 3 Cr

LAE 402  Teaching English in Grades 7-12
This course focuses on ways to organize and teach English classes at the middle school and high school levels based upon current research in literacy and national and state standards in English Language Arts. Various strategies involved in designing and managing a student-centered literacy program will be presented. Different theories for teaching English will serve as a backdrop for creating classroom activities that connect the literature to the students' lives. The writing process and the reading-writing connection will be emphasized to assess and enhance both literacy and learning. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3

LAE 405  Teaching Mathematics in Grades K-8
This course, intended for those preparing to be K-8 teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3

LAE 411  Internship in English in Grades 7-12
This internship is in conjunction with LAE 402 and allows the student to complete assignments graded in class. These include: videotaped teaching and reflection lessons, professional stance, and final exhibition review: portfolio development. Cr 3

LAE 452  Teaching Science in Grades K-8
This course has an interactive laboratory and field-based approach that models the teaching and learning of science at the elementary and middle school levels. The emphasis is on content, process, and methodology. The course framework is built on the CCSSO’s Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the National Educational Technology Standards for Teachers (NETS-T), and the
Maine State Standards for Science and Technology with specific attention to the K-8 grade level strands. Students will learn how to promote diverse children's proficiency in state standards by implementing multiple strategies to support scientific understanding of systems in the natural and designed world. Prerequisites: Open to matriculated students in USM's teacher education programs. Cr 3

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

**LOS 299** Writing in the Major
Students majoring in LOS are required to register for this course simultaneously with their registration in LOS 300 Organizational Theory. It meets for an hour per week of writing instruction for the LOS major. Cr 1

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

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

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

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

**LOS 312** Human Resources 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 316** Diversity in Organizations
Using historical, socio-economic, and psychological perspectives, students learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries have had and continue to face. Students gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course is on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

**LOS 329** Research Methods
This course is an introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Strongly recommended for students going on to graduate school, careers in consulting, or human resource management. Cross listed with SBS 329. Prerequisite: LCC 150D. Cr 3

**LOS 339** Women's Ways of Leading: Building Partnerships, Creating Change
This course is designed to provide students with interdisciplinary perspectives on: women as leadership practitioners, systems of power and privilege, culture shifts, and the psychology of implicit bias. This course hinges upon the central tenants of social justice and feminism—analyzing and interpreting current studies on the implications of gender disparities in leadership roles within the United States and globally. This course offers a historical perspective of how systems of power and privilege have impacted gender dynamics and the role of women leaders in society. These focus points will be presented within the greater context of Agency (power, authority, and influence) as they pertain to far-reaching societal domains (including education, non-profits, government, corporations, boards of directors and politics) on personal, social, organizational, cultural, and global levels. We will discuss current actions, national and international policies, and organizational restructuring that give rise to Change. This course will be an engaging learning experience, utilizing a wide variety of methodologies. These include, but are not limited to, facilitated discussions about professional experiences of students, conversations and interviews with female community leaders to learn about the challenges faced and opportunities available in a women's access to power. Topics discussed include theories and research on gender and leadership effectiveness, effects of gender stereotypes and biases, multicultural perspectives, media and political representation, and current strategies for social Change. Feminist and other relevant theories and concepts regarding women and leadership will be employed in analyzing such experiences. Cumulatively, this course will create a lens through which students can understand the development and representation of female leadership, particularly in the United States, but also within a global context.

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

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

**LOS 360 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 430 Applied Social Policy**
A review of contemporary social policy alternatives and an examination of the macro- and micro-level social policymaking processes. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisite: junior standing or permission of the instructor. Cross-listed with SBS 430. Cr 3

**LOS 440 Organizational Change and Development**
This course explores the theory, research, and processes of leading, managing, and adapting to organizational change. Case studies and experiential learning are used to examine the effectiveness of change efforts and their impact on the group and individual. Prerequisite: LOS 300 or permission of instructor. LOS 329 or equivalent is also encouraged. Cr 3

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

**LOS 501 Foundations of Leadership Studies II: 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 550 Cultural Contexts**
This course provides an analysis of the role that culture and cultural differences play in contemporary occupational, social/civic, and interpersonal life. The essential question for the course is: how does one show leadership in creating and supporting multicultural relationships, organizations, institutions, and socio-political and economic systems? Cr 3

**LOS 599 Topics**
Topics offered will cover current special issues in organizations and/or the study of organizations through alternative methods. Cr 3.

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

**LOS 631 Leadership and Film**
Like literature, film allows for an exploration of various themes and experiences that would not normally be available to an individual. This course seeks to capture this opportunity by seeking to understand leadership as it is presented in various films. Through the use of film, we will explore themes relating to leadership such as power, influence, oppression, ethics, service, and more. Cr 3

**LOS 639 Women’s Ways of Leading: Building Partnerships, Creating Change**
This course is designed to provide students with interdisciplinary perspectives on: women as leadership practitioners, systems of power and privilege, culture shifts, and the psychology of implicit bias. This course hinges upon the central tenants of social justice and feminism—analyzing and interpreting current studies on the implications of gender disparities in leadership roles within the United States and globally. This course offers a historical perspective of how systems of power and privilege have impacted gender dynamics and the role of women leaders in society. These focus points will be presented within the greater context of Agency (power, authority, and influence) as they pertain to far-reaching societal domains (including education, non-profits, government, corporations, boards of directors and politics) on personal, social, organizational, cultural, and global levels. We will discuss current actions, national and international policies, and organizational restructuring that give rise to Change. This course will be an engaging learning experience, utilizing a wide variety of methodologies. These include, but are not limited to, facilitated discussions about professional experiences of students, conversations and interviews with female community leaders to learn about the challenges faced and opportunities available in a women's access to power. Topics discussed include theories and research on gender and leadership effectiveness, effects of gender stereotypes and biases, multicultural perspectives, media and political representation, and current strategies for social Change. Feminist and other relevant theories and concepts regarding women and leadership will be employed in analyzing such experiences. Cumulatively, this course will create a lens through which students can understand the development and representation of female leadership, particularly in the United States, but also within a global context.

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

**MAT 009 Developmental Mathematics**
This course emphasizes arithmetic computations and informal geometry. Some of the topics included are elementary number theory, operations with fractions, decimals, ratios, proportions, percents, signed numbers, data interpretation, and introduction and preparation for algebra. Credits for this course do not fulfill degree requirements. Minimum grade of "C" to go on to the next course. Cr 0
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MAT 101</td>
<td>College Readiness Math</td>
<td>This course is designed to provide an opportunity for students to master the knowledge and develop skills to ensure success in subsequent math courses. Cr 4</td>
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<tr>
<td>MAT 140</td>
<td>Pre-Calculus Mathematics</td>
<td>A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: successful completion of the University's college readiness requirement in mathematics and two years of high school algebra or MAT 108. Cr 3</td>
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<td>MPH 400</td>
<td>Introduction to Public Health</td>
<td>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</td>
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<tr>
<td>MPH 500</td>
<td>Introduction to Public Health</td>
<td>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</td>
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<td>NUR 100</td>
<td>Introduction to Professional Nursing</td>
<td>This course orient 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.</td>
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<td>NUR 300</td>
<td>Health Assessment</td>
<td>This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the lifespan. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnoses. Prerequisites: Anatomy and Physiology I and II, NUR 100 and a GPA of 2.75. Cr 3</td>
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<td>NUR 301</td>
<td>Health Assessment Lab</td>
<td>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 then be analyzed and nursing diagnoses developed. Concurrent with NUR 300. Cr 2</td>
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<td>NUR 306</td>
<td>Nursing Arts and Science</td>
<td>This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as a problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Prerequisites: 24 credits, a GPA of 2.75, and Anatomy and Physiology I and II (or concurrent). Cr 3</td>
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<tr>
<td>NUR 307</td>
<td>Fundamentals of Nursing Lab</td>
<td>This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 306 or 512; NUR 305/514, offered in summer semester, are open only to accelerated/option students. Cr 2</td>
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<tr>
<td>NUR 330</td>
<td>Mental Health Nursing</td>
<td>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.</td>
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<tr>
<td>NUR 339</td>
<td>Community Nursing Partnership I</td>
<td>This course is the first one in a two-course series (NUR 339 and NUR 341). Over two semesters students will engage in a partnership with a specific community. This sequence of courses incorporates the concepts of partnership building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short- and long-term needs of the community. Problem-posing and problem-solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family-based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for services and augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of continuation and termination as they work with individuals, families, fellow students, and community partners. Prerequisite or concurrent: CON 356 and NUR 323/325. Cr 2</td>
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<tr>
<td>NUR 341</td>
<td>Community Nursing Partnership II</td>
<td>This is the second in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Instructor permission required. Cr 2</td>
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<td>NUR 421</td>
<td>Reproductive and Sexual Health Nursing</td>
<td>This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. Prerequisite: NUR 323/325 or 523/542. Cr 3</td>
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<tr>
<td>NUR 424</td>
<td>Clinically-Applied Genetics</td>
<td>This course explores the genetic basis of human health and disease. It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited. It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. Prerequisites: NUR 323 or 541 or consent of instructor. Cr 3</td>
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<tr>
<td>NUR 427</td>
<td>Child Health Nursing</td>
<td>In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. Prerequisites: NUR 323/325 or 523/542. Cr 3</td>
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OT 501 Occupational Therapy Foundations
This course introduces students to the profession of occupational therapy by studying its history, philosophy, and standards. Students will examine the multiple contextual factors that influence the practice, professional behaviors, responsibilities of practitioners, and evidence-based practice. Additionally, students will learn about the role and functions of OT practitioners; local, national, and international associations; the OT process; activity and occupational analysis; and OTR and OTA collaboration. Cr 3

OT 502 Introduction to Occupation
Introduces students to the theory of occupation and the relationship between occupation and occupational therapy practice. Students will develop an appreciation of the complexity of occupations across the life span by observing and analyzing a variety of occupations on and off campus. Clinical reasoning theory will be taught and practiced as part of the analysis. Cr 3

OT 503 The Reflective Practitioner
Provides an understanding of human behavior; therapeutic use of self; and development of interpersonal communication both personally and professionally. The implications of cultural diversity on communication style will be addressed. Cr 2

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

OT 506 Management in Occupational Therapy
This course will introduce students to management principles relevant to current occupational therapy practice. Students will also develop appreciation for the complexity of our dynamic health care system and the impact this has on occupational therapy. Cr 3.

OT 510 Level I Fieldwork: Community Practice
Students are provided opportunities in a variety of clinical and community settings where they can begin to develop professional behaviors, communication skills, and skilled observation in varied practice settings. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between associated classes. Corequisite: OTH 504. Cr 1.

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

OT 513 Applied Concepts of Movement
This course covers the basic science needed to understand normal human movement. The student will integrate his/her learning from Anatomy & Physiology/Human Anatomy courses to gain an understanding of how the functional anatomy of the musculoskeletal system relates to the biomechanics, kinematics, and kinetics of human motion, leading to occupational performance. The students will perform musculoskeletal assessments throughout the course of the semester, and should experience confidence and proficiency in the performance of MMT and ROM, and be able to connect these skills to function and performance by human beings. Must be taken concurrently with OTH 515. Cr 3

OT 514 Human Anatomy for OT Students
Utilizing a systems approach with a strong emphasis on the functional anatomy of the musculoskeletal and nervous system. Cr 4.

OT 515 Applied Concepts of Movement Laboratory
Hands-on laboratory experiences illustrating topics introduced in OTH 513. Must be taken concurrently with OTH 513. Cr 1.

OT 518 Group Process in Practice
Introduces students to group process principles, including the major characteristics of groups, group norms, and group development. Students will have an opportunity to lead a group as well as apply group process principles to multiple areas of practice. Cr 3

OT 603 Occupational Performance: Adulthood Part I
This course addresses occupational therapy theory, evaluation, planning, intervention, and documentation commonly used with adults with physical impairments which impede their occupational performance. Clinical conditions will be reviewed including etiology and symptoms, and will be integrated into active learning assignments. Contextual considerations for this area of OT practice are examined, including characteristics of the individual, families and caregivers, and the inter-professional team in physical rehabilitation practice settings. Class format includes lecture, demonstration, class discussion, group work and lab experiences providing students the opportunity to apply new knowledge to clinical cases, develop clinical reasoning, and learn hands on skills needed for entry level practice. Prerequisites: Successful completion of all first year course work. Cr 4.

OT 604 Occupational Performance: Infancy through Adolescence Part I
This course is a continuation of OTH 603 with a focus on advancing assessment, intervention and documentation skills through learning modules. Prerequisite: Successful completion of OTH 603. Cr 4.

OT 606 Occupational Performance: Adulthood Part I Lab

OT 607 Occupational Performance: Infancy Through Adolescence Part I Lab

OT 620 First Level II Fieldwork
This fieldwork requirement is a minimum 12 week, full time, and supervised experience in an occupational therapy setting or emerging practice area. Students are expected to participate in practical experiences that promote the application of theoretical knowledge and practice skills with clients who are experiencing occupational deficits due to a variety of conditions or disorders. They are expected to increase their caseload throughout the 12 weeks.
This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions, and in the Social and Behavioral Sciences. The course will cover topic areas related to the application of appropriate methods to understanding 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.

**SBS 200**
Multicultural Human Development

This course introduces developmental theory and research that encompasses the entire lifespan. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary and multicultural view of human development will be taken by examining theories from a socio-cultural context and in consideration of change as well as stability throughout the life cycle. The interaction of hereditary, environmental, and socio-cultural factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisites: Second semester freshmen or above; must have completed College Writing and an EYE course. This course is cross-listed with HRD 200. Cr 3

**SBS 209**
Human Genetics

This course examines the role of heredity in human growth, development, and behavior. Decision making, ethical issues and societal responsibilities related to genetic disorders will be discussed. Prerequisite: Prerequisite: any laboratory science course. Cr 3

**SBS 300**
Deviance & Social Control

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

**SBS 301**
Group Dynamics

This course is designed to give 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 in 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. This course is cross-listed with LOS 301. Cr 3

**SBS 302**
Organizational Behavior

The goal of this course is to familiarize students with interpersonal dynamics and the tools to make organizational interactions more effective. Through assessments, exercises, and discussions, students will examine how perceptions of self and others influence people’s behavior in a variety of situations. As good communication is critical in building sound interpersonal relationships, students will have many opportunities to fine tune writing and speaking skills. This course is cross-listed with LOS 302. 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 311**
Theories of Personality

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

**SBS 315**
Social Psychology of Disability

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

**SBS 316**
Diversity in Organizations

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

**SBS 329**
Research Methods

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

**SBS 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 336**
Introduction to Public Health

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

SBS 339 Ethnicity, Immigration and Identity
This course will focus on concepts of ethnicity, immigration, and identity through an investigation of the immigration history of the city of Lewiston, Maine. We will explore how ethnic identity is defined and why people emigrate. 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 Abuse
This course considers patterns of use of drugs, the bases of their effects and associated harms, and the history of and current options for prevention and intervention efforts. Consideration will be given to the role of society and public policy in influencing our thinking and behavior concerning substance use and abuse. Cr 3

SBS 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. *This course takes the place of the former SBS 345 Race, Class and Gender and also meets the USM Core Diversity Requirement.

SBS 346 Introduction to Social Services
This course examines the profession of social work from both historical and contemporary perspectives. Students will explore specialty areas in social work such as mental health and disability, crime and violence, and family work. Career options in the social work field will be explored. Cr 3

SBS 348 Responding to Mental Health Crisis in the Community
This course explores history and models of mental health focused on the ability of individuals with mental illness to function successfully in the community. The course will assist students in developing an understanding of crisis intervention theory and perspectives, including knowledge of risk factors and precipitating events, and of available emergency community resources (and associated obstacles to access to these services). Cr 3

SBS 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. This course has been approved by the State Department of Education for content area in secondary Social Studies. Prerequisite: LAC 110 or other 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.

SBS 391 Math in Early Childhood Education
This course examines key principles for effective teaching of early mathematics and what teachers need to know to guide and challenge a child’s understanding so that all young children receive a high-quality education in mathematics, as advocated by the National Association for the Education of Young Children (NAEYC). Additionally, the types of opportunities young children have to participate in mathematical exploration of the world around them will be examined. This course builds off our natural ability to develop numeracy and the child’s interest in doing so and connects it with the development of a comprehensive mathematics program in early childhood education. Instruction in hands-on exploration is guided by key principles of mathematical thinking including number sense, geometry, patterning, and measurement. Students learn how to create learning environments that support cultural and linguistic diversity and gender-fair practices. The course addresses standards from the NAEYC developmentally appropriate practices (DAP), the National Council for the Teaching of Mathematics (NCTM), the State of Maine Early Childhood Learning Development Standards for Mathematics, along with the Common Core State Standards (CCSS) for Mathematics. 3 Cr

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. Alternative models (e.g., individual, group, family) of therapy will be explored 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 430 Applied Social Policy
A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisites: either LCC 200 or LCC 370 as well as junior standing or permission of the instructor. Cr 3

SCI 105 Biological Principles I
An introduction to scientific principles underlying the unit 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
SCI 170  Human Anatomy and Physiology I
This is the first course in a two-semester sequence in human anatomy and physiology. It introduces basic principles of physiology and anatomy through chemistry, cellular structure and function, genetics, and embryology. This course discusses several physiologic systems including the muscular, skeletal, nervous and integumentary systems. Prerequisites: students should have an understanding of basic biology and chemistry from high school courses or GED. SCI 170 must be taken concurrently with SCI 171. Cr 3

SCI 171  Human Anatomy and Physiology I Laboratory
Laboratory experiences illustrating topics introduced in SCI 170. Must be taken concurrently with SCI 170. Cr 1.5

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. Cr 3.0.

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: LCC 130 or SCI 170 or SCI 105. Cr 3

SCI 230  Environmental Science, Policy, & Sustainability with Lab
This course presents a multidisciplinary survey of the scientific principles underlying energy utilization, nutrient cycles, global warming, population, and natural resource policy and management. The lectures will be comprised of Socratic interactions and group discussions relating regional, national, and global components that encompass ecology, economics, politics, and social endeavors. This course includes a laboratory involving field and lab work and service learning efforts. Cr 4

SCI 281  Medical Microbiology
This lecture course introduces basic medical microbiology and focuses on the viruses, bacteria, protozoans, and multi-cellular organisms which cause human diseases. It also introduces infectious disease epidemiology and immunology. This course and the associated lab, SCI 282, together meet the microbiology requirements of nursing and allied health programs. Prerequisite: A grade of C or higher in SCI 107 or SCI 171/172. Cr 3

SCI 282  Medical Microbiology with Lab
This laboratory course is to be taken in conjunction with SCI 281. Co-requisite: SCI 281. Cr 2

SCI 336  Introduction to Public Health
This course provides an overview of the public health system and examines the purpose, history, organization, approach, functions and determinants of health. The course places special emphasis on current health issues from our daily lives to highlight the relevance of public health. 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

SCI 345  Pathophysiology I
This course examines the physiologic, biochemical, genetic, and environmental basis of noninfectious diseases. Emphasis will be placed on inflammation, immunity, cancer, fluid, electrolytes, and acid-base balance as well as the cardiovascular, endocrine, and respiratory systems will be studied. This course meets the pathophysiology requirement for entry into the USM Nursing program. Prerequisites: SCI 270/271 and SCI 252. 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. Cr 4.5.

SCI 399  Special Topics: From AIDS to Zika
This course will cover the scientific, public health, and social policy issues encountered by individuals, families, and society in confronting emerging and re-emerging agents of infectious disease. This course is particularly relevant for NAS, SBS, and Public Health students. 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

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