UNIVERSITY OF SOUTHERN MAINE

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University of Southern Maine Graduate Catalog 2007-2008

University of Southern Maine

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SOUTHERN MAINE

University of Southern Maine

Graduate Course Catalog
2007-2008

University of Southern Maine

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Web site: www.usm.maine.edu

University of Maine System Board of Trustees

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

The University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to the campus compliance officer, 7 College Avenue, (207) 780-5094/TTY (207) 780-5646. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights Commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission. Inquiries about the University's compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, may also be referred to the U.S. Department of Education, Office of Civil Rights (OCR), Boston, MA 02109-04557, telephone (617) 223-9662 (voice) or (617) 223-9695 TTY/TDD. Generally, an individual may also file a complaint with OCR within 180 days of alleged discrimination.

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

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

Campus Safety and Security

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 requires universities to disclose three years of statistics regarding campus crime, including off campus buildings the University owns, and on public property adjacent to campus in Portland, Gorham, and Lewiston. The USM report (Safety and Security Information Report) also includes policies for campus security, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes and sexual assaults, and other related matters. A copy may be obtained by accessing the following Web address: www.usm.maine.edu/police/safetyreport.htm or by calling the Office of Community Standards at (207) 780-5242 to request a paper copy.

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Academic Calendar 2007-2008

Fall Semester 2007	Classes Begin	8:00 a.m., Tuesday, September 4
	October Vacation Begins	After all classes, Sunday, October 7
	Classes Resume	8:00 a.m., Wednesday, October 10
	Veteran's Day (no classes)	Sunday, November 11
	Thanksgiving Vacation Begins	After all classes, Tuesday, November 20
	Classes Resume	8:00 a.m., Monday, November 26
	Last Day of Classes	Sunday, December 16
	Final Exams	Monday, December 17-Friday, December 21
Spring Semester 2008	Classes Begin	8:00 a.m., Monday, January 14
	Martin Luther King, Jr.'s Birthday (no classes)	Monday, January 21
	Winter Vacation Begins	After all classes, Sunday, February 17
	Classes Resume	8:00 a.m., Monday, February 25
	Spring Vacation Begins	After all classes, Sunday, March 23
	Classes Resume	8:00 a.m., Monday, March 31
	Last Day of Classes	Friday, May 2
	Final Exams	Monday, May 5-Friday, May 9
	Commencement	Saturday, May 10

University of Maine School of Law

Fall Semester 2007	Orientation and Registration (entering students)	Tuesday-Friday, August 28-31
	Labor Day (no classes)	Monday, September 3
	Fall Term Begins	8:00 a.m. Tuesday, September 4
	Columbus Day (no classes)	Monday, October 8
	Thanksgiving Recess	Thursday and Friday, November 22 and 23
	Classes Resume	8:00 a.m., Monday, November 26
	Last Day of Classes	Thursday, December 6
	Examination Period Begins	9:00 a.m., Wednesday, December 12
	Examination Period Ends	Friday, December 21
Spring Semester 2008	Martin Luther King Day (no classes)	Monday, January 21
	Spring Term Begins	Tuesday, January 22
	Presidents Day (no classes)	Monday, February 18
	Spring Recess	Monday-Friday, March 10-14
	Classes Resume	8:00 a.m., Monday, March 17
	Classes End	Tuesday, April 29
	Examination Period Begins	9:00 a.m., Tuesday, May 6
	Examination Period Ends	Thursday, May 15
	Commencement	Saturday, May 24

The University

The University of Southern Maine, one of seven campuses of the University of Maine System, has been serving the higher educational needs of the region for more than 100 years, although this institution has had its present name only since 1978. The University traces its antecedents back to two institutions, Gorham State College (established in 1878) and the University of Maine in Portland (established in 1933). Today, the University enrolls nearly 11,000 students who pursue graduate and undergraduate degree programs in the College of Arts and Sciences, School of Business, Lewiston-Auburn College, College of Education and Human Development, School of Law, College of Nursing and Health Professions, Muskie School of Public Service, and the School of Applied Science, Engineering, and Technology. The University is served by over 320 full-time faculty, most of whom hold terminal degrees in their respective fields and who distinguish themselves by a strong commitment to teaching, scholarly research, and service to the community. USM, as the most cosmopolitan of Maine's higher education institutions, is rich in possibilities. It is a major educational force in the economic, civic, social, and cultural fabric of southern Maine, and as a result, provides students with formal and informal learning opportunities in the arts, humanities, politics, health sciences, business, mass communications, science, and technology.

Graduate study is today an integral part of the educational activity of the University of Southern Maine. The oldest post-baccalaureate program at the University is the juris doctor, offered by the University of Maine School of Law. The study of law has been available in Maine since the establishment of the then College of Law in 1898. The master's degree in education was the next program to be made available, enrolling students in 1964. The master of business administration degree followed in 1971. Today, all are strong programs serving the preparatory and continuing professional and educational needs of their constituencies.

Of the other graduate degrees offered by the University of Southern Maine, some are professional in nature, others are interdisciplinary in emphasis. The master's degree programs in counseling and school psychology prepare professionals for work in schools and other settings. USM has recently introduced a doctoral program in school psychology. The entry-level master's degree program in occupational therapy is designed for people who hold a baccalaureate degree in a discipline other than occupational therapy. The master of science program in nursing is designed to meet the present and emerging health care needs of the region by providing an opportunity for advanced study and clinical training in a profession that nationally has assumed greater responsibility for the preparation of its members. The graduate program in social work prepares students for advanced social work practice. The master of science program in computer science is primarily professional in nature and is directed to individuals pursuing careers in industry. The master of arts in American and New England studies is an interdisciplinary program exploring New England's distinctiveness and its contributions to American culture. The master of science in statistics is an interdisciplinary program designed to provide preparation for both a research-oriented and practice-oriented career. The master of science in accounting provides students with a strong conceptual and applied understanding of the field.

The graduate program in public policy and management offers an interdisciplinary, problem-focused master's degree that prepares students for professional careers in local and state government and the nonprofit sector. The master's degree program in health policy and management offers a rigorous, problem-focused curriculum to prepare graduates for leadership roles in a rapidly changing health policy and management environment. The master's degree program in community planning and development is designed to educate professionals capable of shaping changes in the economy, environment, and society of New England and eastern Canada, and to assure the prosperity of communities while sustaining the human and natural environments that distinguish the region. The leadership studies graduate program blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. The University's first Ph.D. program in public policy prepares students for advanced research, teaching, and administration.

The master of science in applied medical sciences, offered in cooperation with Maine Medical Center and the Foundation for Blood Research, prepares its gradu-

ates for either continuing study or careers in the rapidly developing field of biotechnology. The master of science in biology provides students with laboratory and field experience for those seeking career advancement or planning to pursue further graduate study. The master of science in manufacturing systems is designed to prepare working professionals for advancement and leadership positions in manufacturing industries. (Admission to this program has been temporarily suspended.)

The Stonecoast master of fine arts in creative writing is a two-year program featuring residencies and semester writing projects. The USM School of Music offers master of music degrees in composition, conducting, jazz studies, music education, and performance.

The University affirms that graduate education should provide subject matter and require study at a level that builds upon the knowledge and intellectual skills acquired through undergraduate experience. It should strengthen and broaden professional competence and stimulate independent research. Indeed, research—basic and applied—is a critical component of all graduate education. To support these objectives, the University is served both by a strong faculty and the resources of associated facilities.

The collection of the USM Library contains 1.5 million items, including approximately 380,000 volumes; 3,000 subscriptions to periodicals, journals, newspapers, and yearbooks; over 1 million microforms; more than 110,000 state and U.S. government documents; a growing collection of audiovisual materials; and access to a wide variety of electronic information resources. Included in the Library's special collections are the Osher Map Library containing the Osher and Smith Collections of antique maps, globes, atlases, and geographies representing over 25,000 individual maps; the University Archives; and the Jean Byers Sampson Center for Diversity, which includes the African American Collection of Maine, the Lesbian, Gay, Bisexual, and Transgender Collection, the Judaica Collection, and the Franco-American Archive housed at the Lewiston-Auburn College Library.

Supplementing these collections are the more than 1 million print titles held in the other campuses of the University of Maine System along with the Maine State Library, the state's Law and Legislative Reference Library, and the Bangor Public Library. The holdings of these libraries are represented in the URSUS online catalog and are available to the USM community through URSUS's interlibrary lending system. URSUS and a variety of other electronic resources are available over the World Wide Web through the University of Maine System's new digital library, named MARINER. In addition, the USM community has access to the more than 36 million titles available through the international OCLC online interlibrary loan network.

In addition to the regular academic semesters, the Summer Session offers a wide range of coursework at the graduate level. For a schedule of summer graduate courses, please consult the Summer Session catalog or visit www.usm.maine.edu/summer.

Graduate Studies

The Office of Graduate Studies, in association with the Graduate Council and the academic deans, coordinates graduate activities at the University of Southern Maine. The Graduate Council is made up of chairs of all graduate programs. The Council provides advice regarding the quality and standards of graduate education, review of existing and proposed programs, and policy and procedures regarding admissions, degree requirements, and related matters. The associate provost and dean of Graduate Studies is responsible for the operation of the Office of Graduate Studies. All graduate students are invited to visit this office, located at 39 Exeter Street, on the Portland campus. The office can be reached by phone at (207) 780-4386 or e-mail at gradstudies@usm.maine.edu. The Web site for the office is www.usm.maine.edu/grad. Graduate students are also advised to maintain close contact with the appropriate director or graduate coordinator in their school, college, or program.

Admissions

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

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

Required Submissions

A. A completed application.
B. Letters of recommendation.
C. Official transcript(s) of *all* previous undergraduate and graduate work.
D. Official score(s) from standardized tests required by the program (e.g., Graduate Record Examination, Miller Analogy Test). Scores must be for tests taken within five years of application deadlines. (Please note that it often takes six weeks for test score reports to be received from the testing agency.) Self-reported test scores, received by the application deadline, may be used for purposes of application review, but no admission decision can be made until official test scores have been received from the testing agency.
E. Official TOEFL scores of 550 or higher on the paper-based test or 213 or higher on the computer-based test if the applicant is an international student whose first language is not English. International students who have received their undergraduate degree from an English-speaking institution may apply for a waiver of this requirement.
F. A nonrefundable $50 application fee with the application.
G. Such other materials as may be defined by the school or college.

For additional policies and procedures governing application to a particular school or college at USM, please refer to the program description in this catalog under each of the respective schools or colleges.

Submission of Application

Except for graduate programs in the School of Music, the master's program in manufacturing systems, and the College of Education and Human Development, all documents relating to an application for admission to graduate study are to be sent to the Office of Graduate Admissions on the Portland campus. All materials relating to graduate study in music, manufacturing systems, and the College of Education and Human Development should be sent directly to the Office of Graduate Admissions on the Gorham campus. Once all materials are received they will be forwarded to the appropriate graduate unit for review. Final action on the status of the application is taken by the respective graduate program. Notification of final action is made by the Office of Graduate Admissions. All papers relating to an application become the property of the University of Southern Maine. Applicants are responsible for seeing that all application materials are received by the appropriate office and are postmarked by the application deadline. Criteria for application *review* may be determined by individual schools, colleges, or programs. The Graduate Admissions Office must determine that an application has met the criteria for final admission.

International Student Applications

Students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit scores as part of the application documents. *Only applicants with TOEFL scores of 550 or higher on the paper-based test, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test will be considered for admission to a graduate program.* Individual graduate programs may have higher score requirements. Transcripts from foreign universities must be translated into English and notarized, and should provide a student's rank in class.

Application Deadlines

Applications for admission and supporting material must be postmarked by the deadlines set by the individual graduate programs. Please refer to the appropriate program description for specific information.

Deadline for Enrollment

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

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

a) Application for Certificate Program, including a $15 nonrefundable application fee;

b) Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;

c) Current resume;

d) Personal statement;

Additional or other special admission requirements specified by program.

The application for certificate programs is available at the Graduate Studies Web site at www.usm.maine.edu/grad.

Immunization Law

Maine state law requires all individuals born after December 31, 1956, who plan to enroll in a degree program or plan to take 12 or more credits, to show proof of immunity against measles, mumps, rubella, diphtheria, and tetanus before registering for classes.

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

Specific information about immunization requirements is sent with admissions packets, and is also available in most departments and at Student Health Services. The Immunization Hotline number is (207) 780-4504.

Readmission

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

Classification of Admissions

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

In some instances, conditional admission may be granted to a student who does not meet the established requirements or standards, provided there is sufficient evidence to show that the student is capable of doing satisfactory graduate work. Prospective students should consult the specific graduate program for further information. A program that admits a student conditionally determines the conditions that the student must meet. If a program determines that a student has not met these conditions, the student may be withdrawn from the program.

Transfer Credit

Transfer credit is credit earned for coursework prior to matriculation into a graduate program at the University of Southern Maine. Credit may be received for coursework completed at the University of Southern Maine or at another institution. Such credit is normally approved only at the time of admission and request for approval must be included as part of the admissions application. The amount of transfer credit is determined by each graduate program. Transfer credit will not be approved for: 1) courses that would not have received graduate credit at the University of Southern Maine; 2) courses that exceed time limits prescribed for a particular degree program; 3) courses in which a grade lower than a B was received; 4) courses that are inappropriate for inclusion in the student's program of study. For specific policies regarding transfer credit, please consult the appropriate section of this catalog. To facilitate the evaluation of transfer credits for courses taken at institutions other than the University of Southern Maine, the applicant should include a copy of the course description taken from the institution's catalog that was in effect the year the course was taken.

Admission of Individuals with Disabilities

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

Academic Support for Students with Disabilities

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

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

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

Appeal of Admissions Decisions

Applicants may appeal an admissions decision by submitting a written appeal to the director of the appropriate program. The appeal will be reviewed by the director, or the appropriate graduate program faculty, and the director will notify the student of action taken on the appeal. Should the student wish to pursue the appeal process further, a written appeal should be submitted to the dean of Graduate Studies. The applicant's letter should include all information she or he believes should be taken into account in reviewing the decision.

Matriculation in a Second Program

Occasionally students seek to pursue a second program, either after graduating from their first program, or prior to completing the first program. In either case, the student must apply for admission to the new program. All courses, grades, and quality points taken at the graduate level will be recorded on one transcript. The new program will determine which courses will count toward graduation. Typically a maximum of 9 credits may count toward both degrees.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Tuition and Financial Aid

Tuition rates are established by the University of Maine System Board of Trustees. The University reserves the right to adjust these charges to respond to changing costs, state and/or federal legislative action, and other matters. Such adjustments may be made at any time. A student acknowledges this reservation by applying for admission or registering for courses.

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

Tuition

Tuition rates for the 2007-2008 academic year are set by the University of Maine System Board of Trustees.
The charges below are in effect as of July 1, 2007.

	Maine Resident	Non-Resident	NEBHE/Canadian
Graduate*	$ 297.00 /cr.	$ 844.00 /cr.	$ 446.00 /cr.
Law Per Credit Hour	$ 580.00 /cr.	$ 916.00 /cr.	$ 870.00 /cr.

*The University reserves the right to adjust these charges to respond to changing cost, state and/or federal legislative action, and other matters. Such adjustment may be made at any time.

In addition to tuition, graduate students are assessed various fees. For more information, visit www.usm.maine.edu/buso.

Fees

Fees for the 2007-2008 academic year are set by the University of Maine System Board of Trustees. *Fees below are in effect for the 2007-2008 academic year.*

Activity Fee This is a mandatory $20.00 fee charged students enrolled in law courses.

Application Fee A mandatory $50.00 fee is charged when a student applies for admission to a graduate or law degree program.

Course Fees To defray the costs associated with some courses, additional fees ranging from $5.00 to $360.00 are assessed. These fees are associated with courses requiring additional instructional resources.

Distance Education Fee Students registering for classes offered over the Education Network are charged a $7.00 per credit fee to defray some mailing costs.

Graduate Student Enrollment Fee A one time $50.00 fee charged to newly matriculated graduate students.

Graduate Non-Matriculated Student Fee A $20.00 per semester fee charged to non-matriculated graduate students.

Insufficient Funds Fee A $25.00 fee is charged when a check is returned due to insufficient funds or when a credit card payment is declined.

Late Payment Fee A $50.00 fee (to a maximum of $200.00) is assessed to student accounts not paid when bill is due.

M.B.A. Orientation Fee An $80.00 fee is charged to all students admitted to the M.B.A. program. The fee covers the cost of a one-day experiential learning exercise, required during the first year of enrollment.

Online Course Enrollment Fee Students registering for classes offered via the World Wide Web are assessed a $25 per credit hour fee.

Payment Plan Fee A $30.00 fee is charged students enrolling in one of the USM installment plans. This fee covers mailing and administrative costs.

Student Health Fee A mandatory $60.00 health fee is charged students registered for six or more credits of instructional activities emanating from the Portland and/or

Gorham campus for fall and spring semesters. Such activities include independent study, internships, field experiences, etc. Credits for regular classes taken at off-campus locations are omitted when determining this fee. Optional coverage is available to students who register for fewer than six credits and/or during the summer. The cost of the health fee after the four-week open enrollment is $75.00. For more information about the services covered by the health fee, contact University Health Services at (207) 780-4211 or (207) 780-5411.

Student Health Insurance (Optional) Students may purchase optional insurance plans under policies made available by contract with the University of Southern Maine. These plans can provide coverage for health care costs incurred through University Health Services, family physicians, or other health care providers.

A moderate cost, 12-month basic insurance plan is available to students registered for six or more credit hours. Students who have enrolled in the prior academic year must re-enroll each year and cannot re-enroll in the basic plan if not a USM student.

An extended health care insurance plan is also available to students registered for three or more credit hours who want financial coverage for potential severe or catastrophic health problems. The extended care plan reimburses only after the first $10,000 of health care is already paid by the student or any basic insurance plan. Further information about either policy and coverage is available through University Health Services.

Transportation Fee A mandatory fee assessed to all students registered for courses that are held on the Portland and/or Gorham campuses. It funds parking and other transportation-related projects, as well as busing between campuses. It eliminates the need to pay for required parking decals.

0.1-5.99 credit hours	$40.00
6.0-11.99 credit hours	$65.00
12+ credit hours	$90.00

Lewiston-Auburn College Parking Fee A $3.00 per credit hour fee is assessed to students registered for courses being held on the LAC campus.

Unified Fee A mandatory fee assessed to cover fixed costs of providing educational services not already supported by tuition charges. The fee is assessed on a per credit hour basis and based on the following:

Portland/Gorham courses	$21.00
Lewiston-Auburn College courses	$17.00
Off-Campus Centers (University College sites and ITV/CV courses)	$13.00
Summer Session	$13.00

Room and Board

Room University residence halls are located on the Gorham campus and at 645 Congress Street, Portland. Information about housing is available from the Department of Residential Life, Room 100, Upton Hall, Gorham, (207) 780-5240. Limited parking may be rented for $100.00 per semester plus the annual cost of a parking decal at Portland Hall. Current room and board rates are available at www.usm.maine.edu/reslife.

Board The University offers a variety of meal plans. Information about the meal plans is available from the Department of Residential Life, Room 100, Upton Hall, Gorham, (207) 780-5240.

Other Expenses

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

Deposits

Students admitted to the School of Law must pay a nonrefundable $200.00 tuition deposit by April 15 or within two weeks of acceptance if admitted after April 1. An additional $200.00 deposit is due by June 15. Checks should be mailed directly to the School of Law. This deposit will be applied to tuition charges if the student registers and remains enrolled; otherwise it is forfeited. With permission of the Law School, payment may be postponed in cases of extreme hardship. Graduate programs requiring a $200.00 deposit include occupational therapy, extended teacher education program, and the nursing option for non-nurses with baccalaureate degrees. Other graduate programs do not require a deposit.

Newly admitted students who are approved for on-campus housing must also pay a $75.00 room deposit. After a student registers, these deposits are applied to his or her account. These deposits are forfeited if an applicant for September admission withdraws after May 1, or if an applicant for January admission withdraws after

January 1. Applicants who provide the Admissions Office with written notification of withdrawal before the previously mentioned dates will have the deposit refunded.

The Department of Residential Life establishes and publicizes dates for room selection each spring. Students who are registered for spring semester and request on-campus housing for fall are required to pay a $75.00 room deposit. Usually, this deposit is applied to the fall bill. If a student notifies Resident Student Services that housing is not desired before May 1, this deposit will be refunded. If notification is received after May 1, the deposit is forfeited.

Payment Policies and Procedures

Billing Students can access WebDSIS billing statements, specific semester due dates, and other important Student Billing information at www.usm.maine.edu/buso. The University is not obligated to mail paper billing statements.

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

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

How to Make Payment The University offers a variety of payment options.

• *Cash* Cash payment may be made at the Student Billing Office or at an off-campus center. Cash should not be mailed.

• *Checks* 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/Debit Cards* The University accepts Discover credit card, as well as MasterCard or Visa credit and debit cards. The University is not able to accept debit or ATM cards that do not have the MasterCard or Visa logo.

• *Financial Aid from USM* The University offers eligible students grants, scholarships, loans, and employment opportunities. Grants, scholarships, and loans are credited for payment of University charges. Additional information can be obtained from Student Financial Aid.

• *Installment Payment* The University offers a variety of payment plans. Automated credit card processing plans are also an option. Additional information about these plans and enrollment deadlines are available from Student Billing.

• *Outside Scholarships* Students must notify Student Billing 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 Billing 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 pay, the student is liable for all charges.

When Payment is Due Each semester, the University establishes specific dates payment is due and notifies students of these dates on bills, through University publications, and on the Student Billing Web site at www.usm.maine.edu/buso.

Adding Courses Costs associated with credit hours added after the semester begins must be paid at the time of registration.

Other Charges After the semester starts, additional charges must be paid as they occur.

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 accepted. The University also 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.

Add/Drop

The schedule adjustment period begins with the first day of scheduled University classes and includes weekends and holidays. Students may add a course during the first week of the semester. For late afternoon and evening and weekend courses that meet once a week, adds will be accepted through the day following the second class meeting.

A student who remains registered is not charged for any course dropped during the first two weeks of the semester. The number of times a class meets is not a factor in this determination. **Students who drop after the second week receive no refund.** Drops do not require an instructor's signature. They may be processed at the Registrar's Office, Advising Services Center, Lewiston-Auburn College, or a University of Maine System Center. The date the drop form is received at one of these offices is used to determine if charges should be reduced.

Withdrawal Policy

The charges assessed students who withdraw from all classes are adjusted in accordance with the schedules shown below. The date the Registrar receives written notification of withdrawal is used when calculating refunds. A semester begins with the first day of scheduled University classes and includes weekends and holidays.

Failure to notify the Registrar promptly will increase financial liability. A student who feels the withdrawal was caused by reasons beyond his or her control (extended illness or military service obligations, for example) may petition for special consideration. Such requests will be considered only if received within 90 days of the end of the semester involved. Charges will not be reduced for voluntary absence from classes. Contact the Student Billing Office for additional information about this procedure.

Tuition refunds Student charges will be reduced for those students who are withdrawing from the University of Maine System in accordance with the schedules and provisions set forth below.

For purposes of calculating tuition reductions, the attendance period begins on the opening day of scheduled campus classes, includes weekends and holidays, and ends on the date the student notifies the Registrar in writing that she or he is withdrawing.

1. *Schedules For All Returning Students*
    a. ACADEMIC YEAR (Fall and Spring Terms) *Refund Percentage*

Cancellation prior to first day of class	100%
Withdrawal prior to end of second week	100%
Withdrawal prior to end of fifth week	50%
Withdrawal prior to end of eighth week	25%
Withdrawal after the eighth week	0%

Summer Session Refer to the Summer Session catalog for summer drop/withdrawal policies.

Requests for exemptions to the refund policy must be filed with the executive director for Financial Resources within 90 days of the end of the semester involved.

Board Refunds Students who withdraw from the University are charged for meals at an established daily rate. Additional information is available from the Department of Residence Life.

Room Refunds Students who vacate University housing, will be charged in accordance with the terms and conditions of the Residence Hall contract.

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

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

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

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

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

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

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

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

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

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

In the event that the executive director for Financial Resources, 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 executive director for Financial Resources or other designated official as set forth in the preceding paragraph.

Applications for "A Request for Change in Tuition Status" are available at the Student Billing Office, 110 Corthell Hall, on the Gorham campus, or the Business Office, 118 Payson Smith, on the Portland campus. Completed applications should be returned to the Portland Business Office.

New England Regional Program

In cooperation with the New England Board of Higher Education the University offers certain graduate programs of study to qualified candidates from the New England States. Tuition rates for regional candidates approved by the Board of Trustees will be that of in-state tuition plus a surcharge of 50 percent. Because the listing of available programs varies from year to year, candidates should consult the *New England Regional Student Program Graduate Catalog*. This catalog is available for review in the Office of Graduate Studies (Portland and Gorham). Copies may be obtained from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

Master's Degree Programs

Accounting	VT
Adult Education	MA, NH, VT
American and New England Studies	CT, MA, NH, RI, VT
Applied Medical Sciences	CT, NH
Community Planning and Development	CT, NH, VT
Health Policy and Management	CT, NH, RI, VT
Manufacturing Systems	CT, NH, RI
Music (M.M.)	VT
Music: Education	VT
Music: Composition (M.M.)	CT, RI, VT
Music: Conducting (M.M.)	NH, RI, VT
Music: Jazz Studies (M.M.)	CT, NH, RI, VT
Music: Performance (M.M.)	VT
Occupational Therapy (pre-professional)	CT, RI, VT

| Independent School Extended Teacher Education | CT, MA, VT |
| School Psychology | NH, VT |

Doctoral Degree Program
| Public Policy | CT, NH, RI, VT |

Juris Doctor
| Law (JD) | MA, NH, RI, VT |

Financial Aid

Students admitted to a master's degree program at the University are eligible to apply for financial aid from a variety of sources. The Student Financial Aid Office administers loans and employment programs for financially needy students. Maine lending institutions offer eligible students low interest student loans. Some employers offer assistance in the form of tuition reimbursement, flexible scheduling, or paid educational sabbaticals. Scholarship assistance may also be available from organizations, clubs, or religious groups of which the student or his or her family is a member. The University is also approved by the Veterans Administration for payment of veteran's benefits.

Eligibility for Aid

To receive financial assistance, a student must be admitted into a degree program at the University and must be enrolled in 6 credit hours that can be applied to the graduate program requirements for a semester. Aid can be granted only to U.S. citizens and eligible non-citizens. You 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 in a separate publication entitled "Financial Aid Satisfactory Academic Progress Policy" available in the Student Financial Aid Office, and at the following Web site: www.usm.maine.edu/fin.

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

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

Eligibility for Financial Aid During Doctoral Studies
To be eligible for federal financial aid (including deferment of student loans) a matriculated Ph.D. student must meet *one* of the following conditions:

- is enrolled in at least 6 academic graduate credits
  or
- has obtained a certificate of satisfactory progress from the chair of the committee, indicating that the student is continuing to actively pursue studies lead-

ing to the doctoral degree, *and* is registered for GRS 701. (Note: This applies to students taking anything less than 6 academic credits.)

GRS 701 is a 1-credit course that permits doctoral degree candidates to retain eligibility for financial aid, including University-funded fellowships, scholarships, and graduate assistantships, and access to University services including the USM Libraries and Internet.

Ph.D. students may continue to be eligible for externally funded research assistantships, but not for federal financial aid or University-funded graduate assistantships provided the student maintains continuous enrollment by registering for GRS 601 and provides a certificate of satisfactory progress from the committee chair.

Upon completion of the dissertation proposal, the student must register for 12 credits of PPM 799 Dissertation. These credits may be taken in any semester(s) of the student's choice, but the student remains subject to the rule of continuous enrollment at USM and should take into account individual needs to be designated as full- or part-time students and register for these 12 credits accordingly.

Application Procedures

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

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

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

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 Student Financial Aid Office. This budget is based on typical living and educational costs for students and may be adjusted if unusual non-discretionary expenses exist.

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

Types of Aid Available

Graduate Assistantships are available in most programs. Graduate assistantships serve three purposes: to provide financial support for students, to enhance students' professional and scholarly development, and to support faculty scholarship and teaching. The assistant is required to pursue graduate studies (at least 6 hours of credit per semester). In compensation, the assistants are paid a yearly grant. Some assistantships are accompanied by a limited tuition waiver. Assistantships are awarded by the Office of Graduate Studies on the recommendation of the individual graduate programs. Interested students should first contact their graduate program director or the Office of Graduate Studies.

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

Federal Perkins Loans are funded by the federal government, the University, and former borrowers repaying loans. No repayment is required until after the student ceases his or her education. Once repayment begins, the student is charged 5 percent simple interest on the amount borrowed. While the monthly repayment amount varies with the amount borrowed, a minimum of $40 must be repaid each month.

Federal Subsidized Stafford Loans is a program sponsored by the federal and state governments that allows students to secure low-cost loans. Eligibility for subsidized Stafford Loans is based on demonstrated financial need.

Federal Unsubsidized Stafford Loans is a program under the Federal Family Education Loan Program that provides access to borrowing for students who do not qualify for need-based assistance. The student is responsible for the interest as it accrues.

PLUS Loans This program sponsored by federal and state governments allows graduate and law students to secure relatively low-cost, credit-based loans. Graduate and law students are able to borrow up to their cost of attendance minus other estimated and actual financial assistance under the PLUS Loan program. Graduate and law students must file a FAFSA and must have their annual loan maximum eligibility under the Stafford Loan program determined before they apply for a PLUS Loan. PLUS Loan request forms for graduate and law students are available at the Student Financial Aid Office.

Alternative Loans are credit-based loan programs which provide long term financing options for qualified students. Additional information about these programs may be obtained from the Student Financial Aid Office. Some lenders may also have their own private educational loan programs. Check with the lender for more information.

North American Indian Programs Tuition, mandatory fees, and on-campus room and board will be waived for qualified and eligible North American Indians residing in Maine. Eligibility is extended to 1) the person whose name is included on the current census of either the Passamaquoddy or Penobscot Tribes; and 2) the person who has resided in Maine for at least one year and whose name, or the name of at least one of their grandparents, was included on the census of a North American Tribe OR held a band number of the Maliseet or Micmac Tribes with direct blood lineage. For additional information, contact the Wabanaki Center at (207) 581-1417. Visit the Office's Web site at www.naps.umaine.edu/eligibility.html.

University Tuition Waivers A limited number of tuition waivers are granted to outstanding entering graduate students. Students are nominated by faculty admission committees. Applications for admission to graduate study must be completed and received by January 15.

Veterans Educational Benefits Students eligible for educational assistance from the Veterans Administration are encouraged to contact the Veterans Affairs Office 30 days before the start of each semester. The Veterans Affairs Office is located in the Enrollment Services Center.

Trustee Tuition Scholarships A limited number of scholarships is available. The 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 individual graduate programs.

For additional information, contact the Student Financial Aid Office, University of Southern Maine, Corthell Hall, College Avenue, Gorham, Maine 04038 or telephone (207) 780-5800, or online at www.usm.maine.edu/fin.

Offers of financial aid are conditional upon receipt of funds from all funding sources. The Student Financial Aid 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 regulation and/or procedures mandated by University, state, or federal authorities.

University Life and Student Services

The following programs and services are dedicated to supporting student learning and success in the out-of-classroom aspects of the educational experience. Activities, ranging from dining to résumé preparation, join the academic process in expanding the university experience for all students. More detailed information about student programs and services appears in the USM student handbook, the *Navigator*, available in the Portland and Gorham Student Life offices. Questions regarding all areas in this section may be addressed to Craig Hutchinson, vice president for Student and University Life, (207) 780-4035, or craigh@usm.maine.edu.

Brooks Student Center

The Brooks Student Center serves as the "living room" of the Gorham campus, with campus dining, snack bar, bookstore, ATM, cash-to-card machine, postal service vending, e-mail lounge, lounge and meeting spaces, student mailboxes, and the office of the dean of Student Life, which manages the building. Contact the office of the dean of Student Life at (207) 780-5470.

Campus Diversity and Equity

The Office of Campus Diversity and Equity works with all units of the University to foster a welcoming and inclusive working, learning, and living environment. The office collaborates with student and employee groups to develop programs, assists in the recruitment and retention of a diverse staff and student body, and provides diversity awareness education opportunities. The office also oversees University compliance with affirmative action, sexual harassment, disability, and other civil rights statutes and policies. For more information, call (207) 780-5094. The mediation program and the ombuds program are also housed within the Office of Campus Diversity and Equity. For more information, call (207) 780-4073.

Career Services and Professional Life Development

The Career Services and Professional Life Development centers provide comprehensive career assistance for all matriculated students. Students are encouraged to visit the centers early in their academic career to begin preparing for the future. They provide assistance with career decision making, interest testing, a part-time job service, a computerized career exploration service, and individual appointments to help students design résumés and learn how to interview with employers. They also maintain a Career Technology Center to assist students with on-line job searches and research. They are a participating institution in the Maine College Career Consortium—a database program for graduating seniors that draws employers from across the Northeast.

The Cooperative Education Program helps place students in short-term positions with career-related businesses. In most cases, students who are eligible to apply for Cooperative Education placements receive academic credit for the learning experience involved, as well as a salary from the employer. The office also maintains a list of available unpaid internship opportunities.

The centers are located on the Gorham campus at 128 School Street, and on the Portland campus in Payson Smith Hall, and on the Lewiston-Auburn campus. Please call (207) 780-4220 for more information, or visit www.usm.maine.edu/careers.

Center for Sexualities and Gender Diversity

The University of Southern Maine's Center for Sexualities and Gender Diversity seeks to ensure a University environment that is positive, safe, and supportive for members of the gay, lesbian, bisexual, transgender, questioning, and allied community. Through a series of educational opportunities, support services, and advocacy work, the program works collaboratively with the Queer Insurgency student organization, University organizations and departments, and the greater community. The program also oversees the USM Safe Zone Project, a program that conveys an inclusive message to the University community. Safe Zone Project volunteers attend a short orientation program, and then display a sticker with a rainbow-striped triangle and the words "safe zone USM." This shows that they are committed to being identified as safe and supportive contacts for GLBTQA students, faculty, and staff. For more information on these programs, call (207) 228-8235 or visit www.usm.maine.edu/glbtqa.

Child and Family Centers

The Child and Family Centers complement the mission of Student and University Life by serving children of students, faculty, staff, and alumni. Programs are provided for children from infancy to preschool, in two facilities on both the Portland and Gorham campuses and include: full-day child care (7:30 a.m. to 5:30 p.m.), evening care on a limited basis in Portland, flex care (child care services on a half-day basis), and infant, toddler, and preschool care. Student scholarships, provided by the Student Senate and the University, are available for eligible students. Lengthy waiting lists are common. USM Child and Family Summer Camp, located on the Gorham campus, offers school-age children weekly field trips and other recreational opportunities. Transportation from the Portland campus is available. For more information, call (207) 780-4125 (Portland) or (207) 780-4300 (Gorham).

Community Service and Civic Engagement

The Office of Community Service and Civic Engagement is a clearinghouse and a resource for students, faculty, and the community to promote civic engagement, including community service, service-learning, and certain internship opportunities. Students will find support for community service, including current opportunities based on community needs, project development help, connections for service to academic credit, and work-study jobs and leadership opportunities including an AmeriCorps Service Leaders Program. Faculty can receive support in developing service-learning options, ranging from single assignment projects to semester-long projects. Community organizations and agencies work through our office to access volunteers, interns, and service leadership from the USM student community. The office of Community Service and Civic Engagement is located at 23 Brighton Avenue on the Portland campus; phone 228-8091 or e-mail community@usm.maine.edu.

Community Standards

While at the University, students are expected to conduct their affairs with proper regard for the rights of others and of the University. All members of the University community share a responsibility to maintain an environment where actions are guided by respect, integrity, and reason. When standards of conduct are violated, the University relies upon the Student Conduct Code. It is the responsibility of the Office of Community Standards to protect the campus community from disruption and harm by offering a program of educational discipline and by enforcing the Student Conduct Code. If students violate a state or federal law or a University regulation, they may be subject to state, federal, or University disciplinary action. In the enforcement of the Student Conduct Code the University functions in an administrative manner. For a complete copy of the Student Conduct Code, visit the Office of Community Standards Web page at www.usm.maine.edu/ocs *or* call (207) 780-5242.

Commuter Services

Support services for commuter students including off-campus housing options, parking and transportation information and more are available through the Woodbury Campus Center administrative offices, Portland, (207) 228-8200, and the Brooks Student Center, Gorham, (207) 780-5470, and on the Web at www.usm.maine.edu/commuter.

Dean of Student Life

The office of the dean of Student Life provides a welcoming environment, support and advocacy for all students, and essential services and a co-curriculum for outside the classroom learning and development. The dean's office is located in 117 Payson Smith Hall, Portland (228-8258).

Dining Services

Dining facilities are located at a variety of locations on both Portland and Gorham campuses. The main dining facility on the Gorham campus, as well as a cash-basis snack bar, are located in the Brooks Student Center. A snack bar is also located in the lobby of Bailey Hall. In Portland, facilities are located in the Campus Center, the Law Building, and the lobby of Luther Bonney Hall. A full service cafeteria is located in Portland Hall on Congress Street. Dining service questions may be addressed by contacting (207) 780-5420, www.usm.maine.edu/reslife/dining.htm.

Office of Early Student Success

The Office of Early Student Success (ESS) was created to support students during their transition into the college experience. This transitional time is one filled with both opportunities and challenges, often lasting for three to four semesters. Some of the common challenges facing a student early in their college career include:
- Not being aware of which office to go to with a particular issue
- Finding a place to "fit in" and connect with other students

- Adjusting to a new schedule, set of demands, and way of life
- Managing the financial pressures associated with being a college student
- Understanding the connection between the college experience and life goals

ESS can support students in several ways, including the following: serving as an entryway into USM's student services; providing one-on-one coaching sessions to help students establish goals and a path for success; serving as a resource for the parents and family members of USM students; connecting students with opportunities for involvement; offering Web-based resources such as informational Web sites and podcasts; and providing an "alcohol checkup" to help students explore if their alcohol use is interfering with life goals. For more information, please visit the ESS Web site at www.usm.maine.edu/ess.

Gorham Recreational Sports Program

Many recreational activities, regardless of skill level or previous experience, are offered. Team sports include flag football, volleyball, basketball, ultimate Frisbee, 6-on-6 soccer, softball, beach volleyball, floor hockey, arena football, and bowling. Individual activities such as tennis, table tennis, darts, badminton, 3-point shoot-out, free-throw competition, and nine-ball are offered. Come work out in our new state of the art fitness facility where numerous pieces of equipment are available including Universal machines, free weights and cardiovascular machines. Aerobics are also offered for students of all skill levels. Ice hockey, broomball, and free skating are available at the USM ice arena. For more information call (207) 780-5649 or stop by the office located in 102 Hill Gym.

University Health Services and University Counseling Services

USM students or University of Maine law students may use the many services of USM's convenient, affordable, and accessible on-campus health care and counseling centers in Portland and Gorham. All information gathered in both University Health Services and University Counseling Services is held in confidence. No information is released to University officials, faculty members, parents, friends, or outside agencies except upon written request of the student.

Student Health Fee

Each semester students who take six or more credits are automatically assessed a health fee. This fee entitles students to unlimited free office visits in UHS and 12 free counseling sessions in University Counseling Services. Students taking three to five credits may opt to pay the health fee in the first four weeks of the fall or spring semester. The health fee does not cover lab tests, wellness exams, and a few selected procedures. After 12 sessions in Counseling Services, there is a $10 per visit charge. An optional summer health fee or fee-for-service arrangement is also available. The health fee is not health insurance. If you would like to purchase health insurance, contact UHS for information about the USM Student Health and Accident Insurance for basic coverage and the Blue Cross Health Insurance for catastrophic coverage.

University Health Services

UHS is staffed by skilled professional nurses, certified nurse practitioners, and physicians who understand college health issues, student budgets, and student diversity. Services available include: required immunizations; diagnosis and treatment of health problems; physical exams, athletic exams, work physicals, gynecological exams; lab services and tests; flu shots; consultations and referrals; travel information; self-care cold clinic and safer sex supplies; workstudy or volunteer opportunities; health screenings; communicable disease surveillance; and more.

Hours of operation are generally Monday through Friday, 8:00 a.m.-4:30 p.m. The Portland center, located next to the Woodbury Campus Center, is open year round. The Gorham center, located on the first floor of Upton Hall, is open when residence halls are open. For additional information, call the Portland center at (207) 780-4211, the Gorham center at (207) 780-5411, or TTY (207) 780-5646. The immunization hotline is (207) 780-4504.

University Counseling Services

The staff of licensed clinicians and graduate interns at University Counseling Services offers short-term counseling to undergraduate and graduate students. These services include crisis/emergency assistance; personal counseling (individuals, cou-

ples, multicultural, and groups); and referral services. Consultation services and workshops are also available to student groups, the faculty, and other staff members.

The centers are located in Payson Smith Hall on the Portland campus and Upton Hall on the Gorham campus. Hours are Monday through Friday, 8:00 a.m.-4:30 p.m. For more information, call (207) 780-4050.

For information about counseling at Lewiston-Auburn College, call (207) 753-6500.

Honor Societies and University Scholarships and Awards

The University is affiliated with several national honor societies. A partial list follows. For more information contact the academic area indicated. For general assistance call the Division of Student and University Life at (207) 780-4035.

Beta of Maine Chapter of Alpha Kappa Delta (sociology)
Phi Kappa Phi (a national interdisciplinary honor society)
Gamma Theta Upsilon (geography)
Kappa Zeta-at-Large, Chapter of Sigma Theta Tau (nursing)
Psi Chi (psychology)
Phi Sigma Iota (foreign language)
Eta Mu Chapter, Phi Alpha National Social Work Honor Society
Phi Sigma Alpha (political science)
Phi Alpha Theta, Chapter of Alpha Gamma Phi (history)
Phi Delta Kappa (education)
Chi Tau (biological sciences)
Beta Gamma Sigma (business/accounting)

General Scholarships and Awards

Each spring, the University awards a substantial number of grants and scholarships to students continuing their studies at USM. Some are specific to a particular area of study, and others are based on students' general achievements both inside and outside of the classroom. Application materials are available each year on December 1, and the deadline to apply is the last Friday of February. Awards are presented to recipients in April for use during the following academic year. For more information, view scholarship resources at the USM Office of Student Financial Aid Web page at www.usm.maine.edu/fin.

Interfaith Chaplaincy

The interfaith chaplaincy offers programs and services at USM to support religious and spiritual life in all its expressions. The Spirit of USM program series explores a different aspect of spiritual life each year. Associate chaplains sponsored by their respective faith communities offer services to students and student groups in specific religious or spiritual traditions, and work together to offer programs encouraging spiritual life and interfaith dialogue. A space is provided for quiet reflection, meditation or prayer for individuals and groups. This space and the office of the interfaith chaplaincy are located at 23 Brighton Avenue on the Portland campus. Phone 228-8093 or e-mail interfaith@usm.maine.edu.

Multicultural Student Affairs

The Office of Multicultural Student Affairs is dedicated to increasing the awareness and appreciation of the many diverse cultures and ethnicities at USM through programming, dialogue, and cultural events. It supports African/African American, Latino/a, Asian/Asian American, and North American Indigenous students to achieve their career and perceived goals. Multicultural Student Affairs is home of the Multicultural Center and the North American Indian Tuition Waiver/Scholarship Program.

The Multicultural Center is dedicated to providing a supportive and diverse environment for the USM community. The Center helps create community for students of color, where cultural activities and celebrations occur and affiliated student organizations meet. Through its programming, the Center explores critical issues about race, class, ethnicity, nationality, and culture. The Center is open to the entire USM community. However, the Center has a unique role with regard to the support of students from marginalized communities and cultures.

The Multicultural Student Affairs Office is located in the administrative office at the Woodbury Campus Center. Call (207) 780-5798.

Off-Campus Housing

Listings of available rooms, roommates, and apartments to assist students who wish to live off-campus are maintained at www.usm.maine.edu/commuter.

Parking and Transportation

Shuttle Bus Service

The University provides a shuttle bus that runs between the Portland and Gorham campuses Monday through Saturday during the fall and spring semesters. There is also service provided for residents of Portland Hall to the Portland campus Monday through Friday. Schedules are provided upon request from the Parking and Transportation Office at the USM Police Department, Upton Hall, Gorham, (207) 780-5212. Schedules can also be found on our Web site at www.usm.maine.edu/police/parking.htm.

Parking

Any student parking on campus is required to display a USM parking decal. Decals are available at the University Parking and Transportation Office at the USM Police Department, Upton Hall, Gorham campus, and at the Parking and Transportation Office located inside the parking garage near the Police Department on Bedford Street, Portland campus. Copies of the University motor vehicle rules are available at both locations as well as on our Web site at www.usm.maine.edu/police/parking.htm.

Police Department

The USM Police Department is responsible for keeping the peace, preventing crime, and delivering a variety of services including security and crowd control, crime investigation, 24-hour police coverage, management of parking and transportation, escort services and educational programs. The offices are located on the Gorham campus in Upton Hall, in Portland Hall, and at 46 Bedford Street on the Portland campus at (207) 780-5211 or emergency number 911.

Crime Prevention and Safety

The University of Southern Maine is committed to safety and crime prevention on campus. Information on campus crime statistics, crime policies and procedures, and crime prevention programs is provided each year to the campus community in compliance with the Crime Awareness and Campus Security Act of 1990.

For emergencies, reporting of crimes, lost and found, or to report suspicious persons or maintenance/safety problems, call the USM Police Department at (207) 780-5211, or in case of emergency, 911.

For safety concerns in the residence halls, you can also contact your Resident Assistant or Area Director or Resident Student Services at (207) 780-5240 (Gorham) or (207) 228-8701 (Portland Hall).

For sexual assault or physical or domestic violence, call the USM Police Department (24 hours a day) at 911. You can call your Resident Assistant or Resident Director, (207) 780-5240 (if you live in the Gorham residence halls) or (207) 228-8701 (Portland Hall), the USM Counseling Center, (207) 780-4050, or Sexual Assault Response Services at (207) 774-3613.

Residential Life

Residential Life and Resident Education is part of the USM Division of Student and University Life. In support of the University of Southern Maine's educational mission, and so that students may be successful in their pursuit of an academic degree, we provide clean, safe, and attractive living and learning environments for our students. Visit the office online at www.usm.maine.edu/reslife.

Residence Halls

The University provides housing for approximately 1,550 students in six residential facilities on the Gorham campus and in Portland Hall, our residence hall located in downtown Portland at 645 Congress Street. Accommodations are coeducational and offer safe, comfortable, and convenient access to classes and campus events. Students living in Gorham may chose to apply to live in one of our special interest housing areas. The majority of our graduate students who choose to live on-campus, live in Portland Hall.

Portland Hall is open year round, is a 15-minute walk to USM's Portland campus, and is conveniently located near Portland's Old Port and Arts District. The hall houses approximately 315 students from USM and Southern Maine Community College. In addition, Portland Hall houses University of Maine School of Law students, as well as a significant population of international students. In turn, Portland Hall staff strives to meet the academic and social needs of all of its students, a majority of whom are upper classmen looking for an independent, quiet, and relaxing

atmosphere like that typically found in off-campus housing. Students have the opportunity to live in traditional single and double residence hall rooms and single, double, triple, and quadruple suites with small kitchens. Each room or suite also has its own private bathroom, wall-to-wall carpeting, local telephone services, and basic cable access. Portland Hall also has its own in-house dining facility, Residential Life Office, 24-hour front desk and/or police security presence, a recreational lounge with a 52-inch projection television, couches, a pool table, and a ping-pong table. There is a modest computer lab, study lounge, and a common kitchen located on the second floor of the main building. There is also a 24-hour laundry facility with washers and dryers. Portland Hall offers in-room wireless internet access through a program called RES-NET. For more information, visit www.usm.maine.edu/reslife/phall or call the Residential Life Office in Portland Hall at (207) 228-8600.

For more information regarding housing applications, room selection, and dining services, call the Department of Residential Life and Resident Education at (207) 780-5240 or write Residential Life, 100 Upton Hall, Gorham, ME 04038. E-mail the Department at reslife@usm.maine.edu or visit www.usm.maine.edu/reslife.

Student Involvement and Activities Center

The Student Involvement and Activities Center provides support services for USM students and student organizations in the area of co-curricular involvement. From traditional student activities, including USM Welcome and Homecoming, to a variety of student clubs and other community-based events, the office provides opportunities for students to get involved in the USM community. The office also helps students connect with these opportunities as they explore areas of interest and seek to make the most of their university experience. Leadership development opportunities are also facilitated through the office. Please call or stop by the office in the Woodbury Campus Center, Portland (780-4090), or Brooks Student Center, Gorham (780-5470).

Sullivan Recreation and Fitness Complex

The Sullivan Recreation and Fitness Complex is a multipurpose facility designed with fitness and recreation interests in mind. The main gym has three courts lined for basketball, indoor tennis, badminton, and volleyball. It also offers indoor jogging. There are squash, wallyball, and racquetball courts and two multipurpose rooms for aerobics, dance, yoga, martial arts, and more. The Fitness Center offers Selectionized power circuit stations, free weight equipment, treadmills, exercise bikes, steppers, climbers, elliptical fitness cross trainers, rowers, and stability balls. Equipment for squash, racquetball, and wallyball is available for signout. Courts can be reserved by calling (207) 780-4169.

A range of programs designed for busy commuters are available: aerobics, yoga, martial arts, racquetball clinics, introductory dance classes, personal fitness consultations, and relaxation workshops. Outdoor recreation clinics and trips include camping, canoeing, cross country skiing, and sea kayaking. For more information, call (207) 780-4939, or stop by the Portland Campus Recreation and Fitness office at 104 Sullivan Complex.

Women's Resource Center

The Women's Resource Center provides advocacy, leadership, and educational programming for women attending USM. The center offers a safe, comfortable, and relaxing space for women to meet each other, engage in discussion, and explore the numerous resources, programs, activities, and groups available. The Resource Center provides outreach to the diversity of women at USM in the form of programming, consultation, trainings, and leadership development. The Center also is the home of an extensive lending library of books and articles about a variety of issues as well as women's history, feminist philosophy, fiction by women, and much more. The Women's Resource Center works collaboratively with student groups, University departments, and the wider Maine community to address the wide range of issues important to women, focusing on the personal, academic, career, economic, and leadership development of women. For more information call the center at (207) 780-4996.

Woodbury Campus Center

The Woodbury Campus Center serves as the "living room" of the Portland campus, with campus dining, bookstore, ATM, e-mail lounge, study areas and meeting rooms, photocopier, TV, local phone, postal service vending, and the administrative office, which manages the building. Also located in the Woodbury Campus Center are the Area Gallery, the Women's Resource Center, the Center for Sexualities and

Gender Diversity, and the Multicultural Student Center. Contact the administrative office at (207) 228-8200.

Policies

In addition to the Student Conduct Code, USM has a number of important University policies which govern campus life. These policies and many others can be found via The USM Navigator, the student handbook, which is available to all new students. In order to review these policies in their entirety, please consult the student handbook or the appropriate department listed.

HIV/AIDS Policy

The USM HIV/AIDS policy has been established to protect the rights of individuals infected with HIV (Human Immune Deficiency Virus) and the health and safety of all others at the institution. USM will not discriminate in any manner against any person who is infected with HIV, including admissions, facilities access, hiring, housing, promotion, tenure or termination. USM will not require HIV testing for either its students or employees and information about suspected or known HIV infection will be kept confidential. For more information or advice regarding this policy, call (207) 780-4211.

Alcohol and Substance Abuse Policy

The University of Southern Maine views alcohol and substance abuse as a serious problem both nationally and on-campus and wishes to do everything possible to address it. In compliance with the Drug Free Schools and Communities Act and the Drug Free Workplace Act passed by Congress, the University publishes annually a booklet which informs all students and employees of the University's substance abuse policy; sanctions for violation of the policy; and state and federal alcohol and drug laws, offenses, and sanctions. The booklet "Information about Alcohol and Drugs for Students and Employees" may be found on the Community Standards Web site at www.usm.maine.edu/ocs. Below is a summary of USM's alcohol and substance abuse policy.

The possession, use, or distribution of illegal drugs, as defined by federal, state, and local statutes, is prohibited at any time on University property. Students who possess, use, or distribute illegal drugs are liable for public law enforcement sanctions and University disciplinary action. Use of alcoholic beverages on University property shall be in compliance with state laws and campus regulations and procedures. Violation of such laws, regulations and procedures may result in disciplinary action and, where applicable, criminal proceedings.

University Health and Counseling Services provides access to substance abuse services for students at USM. Through the assessment process, the student and counselor work together to determine the most appropriate level of care. Available services include individual substance abuse counseling, group therapy, and educational groups. The counselor and student may also decide together that referral to a support group or a more intensive level of treatment in the community would be the best option. For more information or to schedule an appointment, please call University Counseling Services at (207) 780-4050.

Hazing

Injurious hazing of any student is prohibited by Maine state law and University of Maine System policy. No person or organization shall create a situation that recklessly or intentionally endangers the mental or physical health of a student. Any civil or criminal action shall be in addition to any disciplinary action taken.

Sexual Harassment Policy

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Southern Maine that no member of the University community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University of Maine System will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or

implicitly a term or condition of an individual's employment or education; or 2) submission to or rejection of such contact by an individual is used as the basis for academic or employment decisions affecting the individual; or 3) such conduct has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between members of the University of Southern Maine and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. A faculty or staff member should not engage in such relationships. Further, the University prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University activity. It is the policy of the System to ensure fair and impartial investigations that will protect the rights of persons filing sexual harassment complaints, the person complained against, and the System as a whole.

For a complete copy of the policy, additional information, or to express concern about sexual harassment, call the Office of Campus Diversity and Equity at (207) 780-5094, TTY (207) 780-5646, or to the Office of Civil Rights, U.S. Department of Education, Region I, John W. McCormack Post Office and Courthouse Building, Boston, MA 02109, (617) 223-9692.

Sexual Assault Policy

The University of Southern Maine expressly prohibits and will not tolerate any sexual assault or sexual misconduct as defined by USM policy. These behaviors all constitute violations of the Student Conduct Code and will be met with appropriate sanctions, up to and including dismissal. Many are also violations of Maine law and may be prosecuted criminally.

For a complete copy of the University of Southern Maine Sexual Assault Policy, call Maya Kasper at (207) 780-5139.

It is important to tell someone when you have been sexually assaulted, and to tell someone you can trust. Campus resources include USM Police, Student and University Life staff, and other University faculty and staff, academic advisers, Resident Assistants (RAs), Resident Directors (RDs), Greek Advisers, and athletic coaches. Off-campus community resources include your local hospital emergency rooms, rape crisis centers, and local police departments.

Available Resources

University Health Services

Services: Medical assessment and follow-up, testing for sexually transmitted diseases and pregnancy. In Portland (in the modular unit next to the Portland Gym): (207) 780-4211 or in Gorham (Upton Hall): (207) 780-5411.

University Counseling Services Counseling for student-victims and students related to victims. In Portland (106 Payson Smith): (207) 780-4050, or in Gorham (Upton Hall): (207) 780-4050.

USM Police

Services: USM Police, the University's 24-hour police department, in Portland (Sullivan complex): (207) 780-5211, at Lewiston-Auburn College: (207) 780-5211, or in Gorham (Basement, Upton Hall): (207) 780-5211, **Emergency: 911.**

Office of Community Standards

Services: Consultation and filing complaints of violations of the student conduct code. In Gorham (125 Upton Hall): (207) 780-5242.

24-hour Community Crisis Centers: May include medical accompaniment to

hospital emergency rooms for rape kit/forensic exams, anonymous hot-line counseling and referral services, legal advice and courtroom accompaniment if charges are pressed.

Sexual Assault Response Services of Southern Maine
(Cumberland and York Counties) ....(207) 774-3613/1-800-313-9900
Sexual Assault Support Services of Midcoast Maine 1-800-822-5999
Lewiston-Auburn Sexual Assault Crisis Center............................(207) 795-2211
Augusta Sexual Assault Crisis and
    Support Center...(207) 626-0660/1-800-421-4325
Statewide Sexual Assault Hotline...(207) 871-7741
(will route calls to nearest center)

Academic Policies

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

The following policies apply to all graduate programs.

Grading System

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

Other letter grades are as follows:

P   Pass with a grade of C- or better in a pass-fail course.

H   Honors performance in a pass-fail course. (No impact on GPA.)

LP   Low Pass with a grade of D-, D, or D+ in a pass-fail course.

I   Incomplete: a *temporary* grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. Incomplete grades must be resolved by the end of the subsequent semester; the Registrar shall notify faculty members involved, and their department chair, of students who have carried unresolved incompletes on their transcript for one semester. If the incomplete is not resolved by the instructor, an I grade will be automatically counted as an F (failure) in the grade point average and so indicated on the student's permanent record as "I*." Under special circumstances, the instructor may request that the dean extend the time limit for a specific period. (Temporary grade with no impact on GPA for one semester only.)

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. (No impact on GPA; no credits awarded.)

L   Stopped attending: The grade of L may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for purposes of the student's grade point average.

MG   Missing Grade: Occasionally, faculty may assign students invalid grades for a course, or may fail to submit a grade for a particular student in a course. In these cases, the Registrar's Office will note this act by designating a missing grade, or MG, instead of a grade for the course. Missing Grades must be resolved by the end of each semester. The Registrar shall notify faculty members involved, and their departmental chairperson, of students who have carried unresolved MGs on their transcript for one semester. If the missing grade is not resolved by the instructor, an MG grade will be automatically counted as an F in the grade point average and so indicated on the student's permanent record as "M*."

W   Withdrawal after the add/drop period through 60% of the classes in a given semester (excluding vacation weeks). If a student has not officially withdrawn before 60% of the course is completed, one of the above regular grades will be assigned. The W notation may be obtained after 60% of the course has been completed under unusual circumstances if so determined by the instructor and the dean. A threat of failure is not considered to be an unusual circumstance. (No impact on GPA.)

| | DG | Satisfactory progress after one semester of a two-semester course. Grade and credits to be given upon completion of second semester. |
| | AU | Student attended courses on a noncredit, audit basis. (No impact on GPA.) |

Academic Integrity Policy

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one's research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy 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 Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Academic Record Changes

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

Permanent Academic Record

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

Confidentiality Policy

The University complies with the Family Rights and Privacy Act of 1974 (the Buckley Amendment). For the complete University Confidentiality Policy, consult the Office of the Registrar on each campus.

Grade Point Average

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

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

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

Add/Drop

During the first week of a semester, students may add or drop courses and select or reverse the pass-fail option. Adds require the signature of the instructor, but drops

should be completed with the Registrar without signature. Drops processed during the first two weeks do not have financial penalty. The procedure enables the student to make the necessary changes in the planned curriculum. A student dropping a course after the add/drop period through 60% of classes will receive the grade notation of W. If a student has not officially withdrawn before 60% of the course is completed, she or he will be assigned a regular grade. 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 in that course and must assume all financial obligations associated with the course.*

Enrolling and Auditing

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

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

Credit for Undergraduate Work

Except for students enrolled in continuous undergraduate/graduate programs with defined articulation agreements, a graduate student may be able to apply up to six credit hours of undergraduate work to his or her graduate program according to the determination of the particular program of study. In all cases, the following conditions must be met to apply undergraduate credit to a graduate program:
 A. Coursework must be earned after the student has been granted matriculation status in a graduate program.
 B. Coursework must add breadth or depth to the student's program of study.
 C. Coursework is not of a remedial nature to correct a deficiency.
 D. No equivalent or comparable graduate course exists at the University of Southern Maine.
 E. Coursework receives prior approval of the student's advisor, course instructor, and graduate program director.
 F. Coursework is earned in upper-level undergraduate courses.
 G. Grade of B or better is earned for the coursework.
 H. Coursework meets all existing graduate course requirements except the course number requirement.
 Students enrolled in 3+2 or 4+1 programs that have overlapping graduate and undergraduate components should consult their programs for specific policies.

Credit Previously Received for Graduate Coursework

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

Extramural Course Credit

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

Requirements of Graduate Study

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

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

Directed Study

A master's degree student may earn up to nine hours of independent study or directed study. Students in a Ph.D. program may earn up to 15 hours of independent study or directed study. All independent study or directed study must be approved by the appropriate graduate program. Students are encouraged to consult with their faculty advisor regarding regulations governing independent study for particular programs. Non-matriculated students are not eligible for independent study or directed study.

Continuous Enrollment and Residency

Continuous enrollment requires that every graduate student must earn at least six credits toward his or her degree program every calendar year from the time of first registration to completion of all requirements for the graduate degree. The following courses aid students in maintaining continuous enrollment status.

GRS 601 is a noncredit course that carries a fee and entitles the student to continued access to USM computer, library, and recreational facilities, and fulfills the continuous enrollment requirement. It is designed for students who are working on a capstone, thesis, or dissertation; it does not grant a student part-time or full-tme status for financial aid purposes.

GRS 602 is a 1-credit course that permits master's degree candidates to retain eligibility for financial aid, including University-funded fellowships, scholarships, graduate assistantships, loan deferment, and access to University services, including USM Libraries and Internet. Students may not sign up for GRS 602 for more than two semesters. This course option is primarily intended for students who have completed coursework for the master's degree, but have not completed their thesis or capstone; however, it may be used in unusual circumstances by students who are enrolled in less than 9 credits of coursework to maintain full-time academic status while engaging in pre-thesis work or a special project for faculty. Enrollment in GRS 602 requires that students have certification of adequate academic progress by both their program faculty advisor and the Office of Graduate Studies.

GRS 701 is a 1-credit course that permits doctoral degree candidates to retain eligibility for financial aid, including University-funded fellowships, scholarships, and graduate assistantships, and loan deferment, as well as to maintain visa compliance, eligibility for health insurance, and access to University services, including USM Libraries and Internet. Prerequisite requirements: passed qualifying exams, registered for less than 6 graduate credits (including PPM 799), adequate progress certified by advisor and program chair, and approval from the Office of Graduate Studies.

Finally, every graduate student must be either enrolled in coursework in his/her program (6 credits per year required), enrolled in GRS 601, 602, or 701, or be on formal, approved leave of absence in each semester.

Leave of Absence

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

Time Limit

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

Registration Policies

For detailed information regarding registration fees and billing, visit the USM Registrar's Web site at www.usm.maine.edu/reg or contact program offices.

Advance Registration

Matriculated graduate students may register for courses during an advance registration period. Advance registration for the spring semester is conducted in November, and for the fall semester is conducted in April. Matriculated students are

encouraged to register during the advance periods to increase the probability that they will obtain desired courses. No payment of tuition or fees is due during advance registration. For information regarding payment of bills, see the Financial Information section.

Registration Status

Full-time registration is for 9 or more degree credits; part-time registration is less than 9 degree credits.

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

Student Advisement

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

Degree Progress

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

Plagiarism

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

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

Evidence of plagiarism will result in a grade of F for the assignment and may, at the discretion of the instructor, lead to an F in the course. In addition, further sanctions (i.e. censure, probation, suspension, or dismissal) may be imposed through the Student Conduct Code.

The case of any student who admits to or is found guilty of a violation of academic integrity will be reviewed by the Student Conduct Code Review Board. The student will be subject to appropriate sanctions, including expulsion from the University. A copy of the USM Student Guide to Academic Integrity and/or a copy of the Student Academic Integrity Policy is available from the Office of Community Standards, 125 Upton Hall, Gorham, (207) 780-5242.

Withdrawal

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

A. *Student Withdrawal* To withdraw from the University the student must submit an official Withdrawal Form to the Registrar's Office and complete an exit interview with his or her advisor.

B. *Academic Withdrawal* If a student has not made satisfactory academic progress toward fulfilling degree requirements (see above), he or she may be withdrawn from the University.

C. *Administrative Withdrawal* A student may be withdrawn from a particular graduate program for reasons of a professional nature as determined by the program director or department chair.

Student Appeals and Complaints

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of the Dean of Student Life (ODSL) to respond to student inquiries. The mission of ODSL

is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. ODSL staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an ODSL representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grade Appeal Policy

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

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

1. The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than 30 days after a final grade is posted to the student's record. The instructor must respond within 14 days of receiving the appeal.

2. If the student remains aggrieved by the decision of the instructor under step (1), he or she may, within 14 days after formal receipt of the instructor's final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or other exercise or activity is offered. The chairperson/program director must respond within 14 days of receiving the appeal.

3. If the student remains aggrieved by the decision of the chairperson or program director of the department under step (2), he or she may, within 14 days after formal receipt of the chairperson's or program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.

4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within 21 days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed or (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise or (c) that another appropriate remedy be administered.

5. The student or the instructor may, within 14 days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within 10 days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within 28 days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

All appeals of dismissal or withdrawal must follow the appeals process defined by the program's school or college. The dean of the school or college must be included in this process. Within 14 days following the student's receipt, in writing, of the decision by the department/dean, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

Graduation

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

A. Complete satisfactorily the number of graduate credit hours required in the program with a 3.0 grade average. All courses completed for graduate programs must be passed with a minimum grade of C; individual programs may set higher standards.

B. Complete satisfactorily all program degree requirements as defined in the particular graduate program (e.g., thesis, comprehensive examination).

C. Submit a completed application for graduation to the Registrar.

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

Commencement Ceremony A master's degree candidate may participate in a commencement ceremony only if he or she has applied for graduation and been certified to participate. In certain instances, students may participate in commencement prior to completing all the requirements; please check with your program for specific details. Doctoral students in programs requiring a dissertation may participate in commencement ceremonies and events if a defense has been completed and the dissertation has been approved subject to minor editorial revisions. Doctoral students in programs that do not require a dissertation may participate in commencement ceremonies and events if all requirements for the degree have been completed and approved. Applications for graduation may be obtained through the Registrar's Office.

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

School of Applied Science, Engineering, and Technology

Dean: John R. Wright

The School of Applied Science, Engineering, and Technology offers the master of science degree in computer science, the master of science degree in manufacturing systems, and the master of science degree in applied medical sciences. Faculty in the Department of Applied Medical Sciences collaborate with faculty at the University of Maine Graduate School of Biomedical Sciences in offering a Ph.D. degree in biomedical disciplines. Students may elect to take most of their classes at USM and to have a USM faculty member as their primary research advisor.

Master of Science in Applied Medical Sciences

Chair: W. Douglas Thompson
Professors: Ng, Thompson, Wise; *Associate Professors:* Duboise, Pelsue; *Assistant Research Professors:* Meyer, Lichter, Paulu, Xie; *Adjunct Professors:* Ault, Rhodes, Rice; *Adjunct Associate Professors:* Allan, Chandler, Craig, Davidoff, Fletcher, Follansbee, Friesel, Liaw, Lindner, Smith, Vary; *Adjunct Assistant Professor:* Beckett

Program Description

The M.S. program in applied medical sciences is designed to prepare students for careers in basic research, clinical diagnosis, industrial research, and teaching. Graduates of the applied medical science program are competitive for further graduate studies at the doctoral level (Ph.D., M.D., D.O., D.V.M., and D.D.S.) as well as for research positions in biotechnology companies and academic or private research laboratories. The program is an interdisciplinary biomedical graduate program with coursework and research opportunities in diverse disciplines such as: immunology, microbiology, toxicology, virology, cancer biology, epidemiology, and applied biostatistics. The program is a combination of challenging coursework, specialized readings, and research. Students will be given the opportunity to tailor their program of study to specific interests by choosing a concentration in toxicology and cancer biology, immunology and infectious disease, epidemiology, or biotechnology. In addition, students will learn general skills required of all scientists, namely: critical evaluation and presentation of the current scientific literature, reading and writing of technical material, problem solving, experimental design, logic, and ethics.

Admission

Applicants for admission to the M.S. program in applied medical sciences should have a baccalaureate degree from an accredited institution, preferably in biology or chemistry, with a minimum GPA of 3.0. It is highly recommended that the applicant have completed courses in the following subjects: organic chemistry, biochemistry, microbiology, genetics, and cell biology.

The applied medical sciences graduate admissions committee is responsible for evaluating applicants and recommending candidates for admission. Interviews by members of this committee may be required of applicants. Qualified applicants who have deficiencies in background courses that the committee considers essential for success in the program may be conditionally admitted, with full admission dependent on satisfactory completion of recommended courses.

Application Materials

In addition to materials described in the Admissions chapter of this catalog, applicants must submit the following information:

1. *Test scores:* Official scores from the general test of the Graduate Record Examination (GRE) are required. Official scores from the GRE subject test in biology or chemistry are recommended but not required.

2. *Transcripts:* Official undergraduate and graduate transcripts are required from all colleges or universities attended.

3. *Essay:* The essay should discuss your academic and professional goals as well as identify research interests in the applied medical sciences program.

4. *Letters of Recommendation:* Three letters of recommendation are required for all applicants. Each letter must address the applicant's academic and/or professional record and potential for success in a master's graduate program in biomedical science.

Application Deadline

Application and supporting materials must be received by *March 1* for maximum consideration for fall semester admission and consideration for financial support. Applications and supporting materials must be received by *October 15* for spring semester admission. Spring semester applicants are unlikely to obtain financial support in their first semester.

Program Policies

In addition to the general policies described in the Academic Policies chapter, this program also has the following policies:

1. *Transfer Credits:* Students may transfer a maximum of 9 credits earned within the past 5 years with a grade of B- or better. Approval of transfer credits must be requested at the time of application and approval is at the discretion of the applied medical sciences graduate admissions committee.

2. *Time Limit:* All courses for the M.S. degree must be completed within six years from the time of matriculation. Students may apply for an extension through the program coordinator and must be approved by Department faculty.

3. *Grade Policy:* Students must earn a B- or better for courses to count towards the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation; the terms and conditions of the probation will be determined by the student's advisory committee.

Eligibility for Financial Aid During Thesis Completion Stage

To be eligible for federal financial aid (including deferment of student loans), a student must be enrolled in a minimum of 6 graduate credits in the master's degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets *one* of the following conditions:

- Is enrolled in at least 6 graduate credits

or

- Is enrolled in less than 6 graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master's degree, *and* is registered for GRS 602.

GRS 602 is a 1-credit course that permits students to retain eligibility for financial aid including University-funded fellowships, scholarships, and graduate assistantship, and access to University services, including USM Libraries and Internet.

Program Requirements

Forty credits are required for the M.S. degree in applied medical sciences: 30 credits of coursework (lectures, labs, and readings), 4 credits of Journal Club and Seminar, and 6 credits of thesis or externship research. Students will have to enroll in a specific concentration by the completion of their first year. The four concentrations are: toxicology and cancer biology, immunology and infectious disease, epidemiology, and biotechnology. Each student will be assigned an academic committee that will be responsible for ensuring that the student fulfills all requirements for the program.

All students will be required to take the following core courses (16 credits):

AMS	530	Molecular Biology
AMS	531	Molecular Biology Lab
AMS	535	Introduction to Epidemiologic Research
AMS	545	Applied Biostatistical Analysis
AMS	595	Seminar: Journal Club
AMS	691	Seminar: Advanced Seminar in Biomedical Sciences

In addition students must complete the requirements for their chosen concentration:

A. Toxicology and Cancer Biology Concentration

AMS	590	Introduction to Toxicology I
AMS	591	Introduction to Toxicology II
AMS	698	Thesis

Electives (6 credits to be approved by the advisory committee)
Two of the following:
AMS   674   Neurotoxicology
AMS   675   Developmental Toxicology
AMS   694   Genetic Toxicology
AMS   695   Chemical Carcinogenesis

B. Immunology and Infectious Disease Concentration
AMS   551   Immunology Lab
AMS   552   Immunology
AMS   560   Virology or AMS 565 Molecular Microbiology
AMS   698   Thesis
Electives (6 credits to be approved by the advisory committee)
One of the following:
AMS   692   Advanced Readings in Biomedical Sciences
AMS   693   Advanced Research Techniques in Biomedical Sciences

C. Epidemiology
AMS   578   Epidemiology of Infectious Disease
AMS   579   Epidemiology of Chronic Disease
AMS   677   Regression Models in the Health Sciences
AMS   698   Thesis
Electives (6 credits to be approved by the advisory committee)
One of the following:
AMS   635   Applications of Epidemiology in Public Health Agencies
AMS   636   Environmental Epidemiology
AMS   638   Practicum in Epidemiologic Research
AMS   673   Epidemiology and Prevention of Cancer

D. Biotechnology
AMS   551   Immunology Lab
AMS   552   Immunology
AMS   540   Interdisciplinary Biomedical Science and Biotechnology
AMS   698   Thesis or AMS 697 Externship
Electives (6 credits to be approved by the advisory committee)
One of the following:
AMS   560   Virology
AMS   565   Molecular Microbiology
AMS   680   Molecular Basis of Disease
One of the following:
MMS   520   Quality System
MMS   525   Manufacturing Strategies

Laboratory Fees   Laboratory fees are assessed in all AMS laboratory courses to cover the cost of supplies.

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AMS 530 Molecular Biology
This course covers basic principles of molecular biology. Lecture topics include biomolecules and cellular organization, structure and function of DNA, DNA replication, gene expression, RNA transcription and processing, protein synthesis and ribosome structure, cell cycle and signaling, gene rearrangement, retrovirology, developmental and cancer genetics, and recombinant DNA technology. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 531 Molecular Biology Laboratory
This laboratory course introduces the student to basic molecular biology research methods using a project-based approach that emphasizes develop-

ment of knowledge, laboratory skills, and accurate record keeping. The course includes fundamentals of molecular cloning, nucleic acid isolation and analysis, polymerase chain reaction, DNA sequencing, hybridization-based methods, site-directed mutagenesis, eukaryotic and bacterial expression of selected gene products, and basic bioinformatics. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor.   Cr 3.

AMS 535 Introduction to Epidemiologic Research
This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics will

include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, causal inference, source of bias, and measures of effect. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues.   Cr 3.

AMS 540 Interdisciplinary Biomedical Science and Biotechnology

This course surveys new development in biomedical science and introduces students to the principles of biotechnology. It emphasizes the recent trend of integration of multiple disciplines of science and technology to advance the fields of biomedical science and biotechnology. This concept of scientific cross-pollination will be demonstrated by lecture series to be delivered individually or through teamwork by experts in a range of scientific fields that cover immunology, infectious disease, cancer research, environmental health and epidemiology, genomics and proteomics, development and production of diagnostics and therapeutics, animal models of human diseases, and bioethics. Lecturers include USM faculty, adjunct faculty, and other invited speakers from local research institutions and biotech industries. Prerequisites: undergraduate biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 545 Applied Biostatistical Analysis

This course is intended to give students a working understanding of the major types of biostatistical analysis used in laboratory sciences, clinical research, and public health. Topics will include estimation, descriptive statistics, hypothesis testing, crosstabulations and stratified analysis, life tables, multiple regression, and logistic regression. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students will learn to manipulate datasets, analyze them, and interpret the results using the SAS software package.   Cr 3.

AMS 551 Immunology Laboratory

This course consists of a series of comprehensive laboratories in which students learn basic immunoassays (e.g. enzyme-linked immunoadsorbent assay, immunofluorescence assay, immunoelectrophoreseis, immunoprecipitation, and immunoblot assay) as well as techniques for the isolation, identification, and functional analysis of immune cells and their products such as antibodies and cytokines. The roles of T cells, B cells, NK cells, macrophages, and neutrophils in the immune response are examined through assays such as cell proliferation assay, cytotoxicity assay, and flow cytometry. The techniques of monoclonal antibody production will also be introduced. Course emphasis will be on experimental design, and the clinical and research applications of the procedures used. Prerequisite: permission of the instructor. Cr 3.

AMS 552 Immunology

This graduate immunology course stresses both the cellular and the molecular components of the immune system. It covers basic topics including cells and tissues of the immune system, inflammation, generation of diverse immune responses, molecules with immune functions, immune tolerances, autoimmunity, immune-mediated diseases, infection and immunity, transplantation immunology, tumor immunology, immune deficiencies, and other immune disorders. This course will also discuss practical aspects of antibody production, immunoassays, and other immunological techniques. Prerequisite: undergraduate biology, biochemistry, or permission of the instructor. Cr 3.

AMS 560 Virology

This is a graduate-level survey of virology with a biomedical emphasis that is also suitable for advanced undergraduate biology and biochemistry students. Virus structure, molecular biology, evolution, epidemiology, pathogenesis, and medical importance of major virus groups are discussed. Molecular genetic manipulation of viral genomes for gene therapy and vaccine development is also a major focus of the course. Experimental approaches that have provided significant insights into the biology of viruses and their host interactions are emphasized. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor.   Cr 3.

AMS 565 Molecular Microbiology

This graduate-level molecular microbiology course emphasizes the fundamental importance of the microbial world in human health and disease and current understanding of selected topics in the biology and molecular genetics of bacterial and eukaryotic microbes and their viruses. The molecular foundations of microbial pathogenesis and host-pathogen interactions and co-evolution are explored in the context of important human and animal diseases. Prerequisites: undergraduate biology, biochemistry, and permission of the instructor.   Cr 3.

AMS 578 Epidemiology of Infectious Disease

This course will provide an introduction to the epidemiologic basis for the prevention and control of communicable diseases through the study of specific infections including HIV/AIDS, tuberculosis, viral hepatitis, rabies, influenza, and Lyme disease. The course will also include exercises on the investigation of acute disease outbreaks and discussions of immunization, institutional infection control, foodborne illnesses, and emerging infectious diseases.   Cr 3.

AMS 579 Epidemiology of Chronic Disease

This course examines empirical human evidence concerning the genetic, environmental, and behavioral determinants of some of the most common and debilitating chronic diseases, including several of the following: coronary heart disease, stroke, diabetes, selected forms of cancer, chronic obstructive pulmonary disease, asthma, neurological diseases, musculoskeletal conditions, and psychiatric disorders.

Relevance of the following tools are considered: descriptive epidemiology, experimentation on humans, observational cohort studies, case-control studies, and formal meta-analysis. Strategies for the prevention of each of the diseases considered are critically evaluated in the context of epidemiologic evidence for causation. Prerequisite: AMS 545.   Cr 3.

AMS 580 AIDS: Scientific, Social, and Political Foundations

This course will approach HIV/AIDS from a multi-disciplinary perspective. It is intended to provide a solid introduction to HIV/AIDS for persons who are likely to be confronting AIDS issues in their professional work. Scientific topics to be addressed include HIV virology, immunology, natural history, and transmission. Guest lecturers will also address psychological and sociological aspects of the epidemic as well as issues in law, ethics, education, and prevention strategies.   Cr 3.

AMS 590 Introduction to Toxicology I

This course introduces students to the principles and practice of toxicology. The major focus of the course is on basic principles, mechanisms, and common methods underpinning the science of toxicology. Selected target organ systems (e.g. respiratory, nervous, and immune systems) are studied with respect to understanding how representative chemicals damage and impair their ability to function. Students will develop a fundamental understanding of how chemicals may exert toxic effects and gain insight into the importance of organ specific effects. Prerequisite: molecular biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 591 Introduction to Toxicology II

This course continues to introduce students to the principles and practice of toxicology. The course continues to focus on basic principles, mechanisms, and common methods underpinning the science of toxicology. Selected toxicants are studied with respect to their source of exposure and mechanisms of effect. Selected disease processes (e.g. mutagenesis, carcinogenesis, and teratogenesis) are studied with respect to understanding their basic pathways and common mechanisms. Selected fields are presented to give students insight into the applications of toxicology and its relationship with other fields. Prerequisites: AMS 590, molecular biology, biochemistry, or permisson of the instructor.   Cr 3.

AMS 595 Seminar: Journal Club

The Journal Club is intended to keep the participants current in biomedical science, to instruct them in the techniques of evaluating scientific literature critically, and to clearly present scientific information. The seminar, directed by faculty members responsible for the corresponding core course material and including outside lectures from among the affiliates as well as other academic institutions, will provide the student with an opportunity to discuss practical applications of the core lecture material.   Cr 1.

AMS 633 Interdisciplinary Collaboration in Research and Education

This course is primarily for bioscience graduate students and teachers participating in USM science education outreach through programs such as the Maine ScienceCorps. The course provides collaborative interdisciplinary professional development opportunities for participating graduate students, secondary school teachers, and science faculty. Active participation is required in scientific seminar presentations, in discussions of readings, and in collaborative development of research based laboratory activities for scientific education at all levels. Prerequisite: permission of the instructor.   Cr 1-3.

AMS 635 Applications of Epidemiology in Public Health Agencies

This course focuses on the role of epidemiologic principles and methods in the practice of public health. Topics include surveillance of the health status of populations, vital records, disease registries, special-purpose population-based surveys, responses to public concern about perceived clusters of disease, evaluation of the efficacy of public health interventions, the roles of state and federal government in collecting and interpreting epidemiologic data, and the uses of epidemiology in the formulation of policy in public health. Students will work on individual or group projects that involve hands-on participation in the application of epidemiologic methods within a public health organization. Prerequisite: AMS 545 or permission of the instructor.   Cr 3.

AMS 636 Environmental Epidemiology

This course focuses on the effects of the physical environment on human health. Among the risk factors examined are a variety of pollutants found in outdoor air, indoor air, surface water, ground water, and food. Special attention is given to heavy metals, ionizing radiation, pesticides, flame retardants, carbon dioxide, and others of current public concern. Effects on human development, on the nervous system, and on respiratory disease and cancer receive particular attention. Topics include: environmental monitoring, quantification of exposure at the individual level, hazards in occupational settings, time-space clustering of disease, use of ecologic studies to estimate risks at the individual level, interactive effects of exposure to multiple environmental risk factors, perceptions of risk, integration of laboratory science with population-based studies, and the role of epidemiologic evidence in setting environmental standards. Prerequisites: AMS 545 or permission of the instructor.   Cr 3.

AMS 638 Practicum in Epidemiologic Research

This course is designed to provide students with direct experience in the formulation of epidemiologic hypotheses and the analysis and interpretation of data. Each student will frame a research question that can be addressed using a dataset available on campus or elsewhere in Maine. With guidance from faculty, each student will conduct data analyses and will write a report in the format of a journal article.

Prerequisites: AMS 535 and AMS 545 or permission of the instructor.   Cr 3.

AMS 641 Flow Cytometry
This course will cover the theory and principles of flow cytometry and cell sorting, applications of flow cytometry, introduction to the use of the flow cytometer, and analysis of flow cytometric data. Prerequisites: undergraduate biology and biochemistry, or permission of the instructor.   Cr 2.

AMS 651 Electron Microscopy
This course will provide training and appropriate technical support for student research projects requiring transmission electron microscopy. Prerequisite: permission of the instructor.   Cr 3.

AMS 654 Hybridoma Methodology
This laboratory course covers basic concepts and techniques in tissue culture and hybridoma production. Intensive laboratory work will include immunogen preparation, immunization, cell hybridization, hybridoma screening by immunoassay, cell cloning, scale-up hybridoma production, and antibody purification. Prerequisite: permission of the instructor.   Cr 1.

AMS 673 Epidemiology and Prevention of Cancer
This course provides a comprehensive review and synthesis of epidemiologic studies of the causes of several of the most common forms of cancer in humans. The role of genetics, diet, smoking, hormones, occupation, and other factors will be considered. The public health implications of interventions to alter behavior and to remove environmental risk factors will also be discussed, as will epidemiologic issues in the reduction of mortality through screening for cancer. Prerequisite: AMS 535 or permission of instructor.   Cr 3.

AMS 674 Neurotoxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 675 Developmental Toxicology
Prerequisites: AMS 572, molecular biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 677 Regression Models in the Health Sciences
This course will familiarize students with the use of regression models for the analysis of epidemiologic and other biomedical data. Topics will include multiple linear regression, logistic regression, log-linear models, proportional hazard models, Poisson regression, generalized linear models, goodness of fit, and analysis of residuals and other diagnostics. Students will work on individual projects and will learn to use SAS software for conducting analyses.   Cr 3.

AMS 680 Molecular Basis of Disease
This course focuses on the biochemical and genetic nature of human disease. It will cover the strategies of gene mapping and identification, molecular pathology, functional genomics, and gene therapy of heritable diseases. Prerequisite: AMS 530 or permission of the instructor.   Cr 3.

AMS 691 Advanced Seminar in Biomedical Sciences
The student participates in a weekly seminar on biomedical sciences. The seminar focuses on current topics in biomedical research. Prerequisite: AMS 590 or permission of instructor. Seminar is offered in both fall and spring semesters.   Cr 1.

AMS 692 Advanced Readings in Biomedical Sciences
The student participates in directed readings on a topic in biomedical sciences under the guidance of a faculty member. Readings on specific topics in carcinogenesis, epidemiology, immunology, molecular genetics, neuroscience, parasitology, toxicology, and virology are offered. Prerequisite: permission of instructor.   Cr 2.

AMS 693 Advanced Research Techniques in Biomedical Sciences
The student learns laboratory techniques used as tools in biomedical research. The term is spent under the direction of a faculty member. Methods in epidemiology, immunology, molecular genetics, parasitology, toxicology, and virology are offered. This is a hands-on course with close supervision by technically trained personnel. For those sections in laboratories working with biohazards, laboratory safety and use of biosafety hoods are emphasized. Prerequisite: permission of instructor.   Cr 2.

AMS 694 Genetic Toxicology
This course is an intensive review of the principles and practice of genetic toxicology. The major focus of the course is on basic principles, mechanisms, and common methods used to study chemical and radiation-induced damage to DNA and its repair. Selected types of damage and repair systems are studied with respect to understanding mechanisms of how representative chemicals or radiation damage and how the cell responds to impair their ability to function. Students will develop a fundamental understanding of how chemicals damage DNA and how human cells repair DNA and gain insight into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 695 Chemical Carcinogenesis
This course is an intensive review of the principles of chemical carcinogenesis. The major focus of the course is on basic principles, mechanisms, and common methods involved in the neoplastic transformation of cells. Selected models of carcinogenesis are studied with respect to understanding mechanisms of how representative chemicals transform cells.

Students will develop a fundamental understanding of the major theories in chemical carcinogenesis and gain insight into the state-of-the-art of this field. Prerequisites: AMS 591, molecular biology, biochemistry, or permission of the instructor.   Cr 3.

AMS 697 Externship
Under the stewardship of the student's graduate advisory committee, an externship will be arranged for a student to gain research training at a laboratory outside the University (e.g. industry, research institute, and government affiliates). Similar arrangement can be designed with some modifications for students who are already employed at the laboratory where an externship will be conducted. A written project on the work experience, similar to a dissertation, to be presented and approved by the advisory committee, is required. Prerequisite: permission of the instructor.   Cr var.

AMS 698 Thesis
Under the stewardship of the student's thesis advisor and committee, a hypothesis-driven research project will be developed for a student to gain research training in biomedical science. A written project proposal will be presented to and approved by the thesis advisory committee and upon completion of the research a dissertation will be written and presented to the advisory committee for final approval. Prerequisites: permission of the instructor.   Cr var.

GRS 602 Thesis Completion
This course is restricted to students in the thesis completion stage who need to retain eligibility for financial aid. Students may enroll in GRS 602 with permission for no more than two semesters. Prerequisites: permission of advisor and approval from Office of Graduate Studies.   Cr 1.

Master of Science in Computer Science

Chair: Charles Welty
Professors: Alagic, Welty; *Associate Professors:* Boothe, Briggs, MacLeod; *Assistant Professor:* Fiorini; *Adjunct Faculty:* Bantz, Congdon, El-Taha, Heath, Houser

Program Description

The master of science in computer science program is designed to provide the student with a thorough knowledge of the concepts, theory, and practice of computer science as well as develop the student's ability to analyze critically solutions to problems and to make sound professional decisions. Students will be prepared for positions of responsibility and expertise. Graduates may assume positions involving such diverse activities as the design, implementation, and testing of software products; the development of new hardware technology; and the analysis, construction, and management of large-scale computer systems. Graduates will possess a good foundation for further study in computer science.

Admission

Each student applying for full admission must meet the following requirements (conditional admission status may be granted to students who do not fully meet these requirements):
1. A baccalaureate degree from an accredited institution with a grade point average of at least 3.0 on a 4.0 scale (B average).
2. The following USM courses or their equivalent with an average grade of 3.0. Students are advised that many of these courses have additional undergraduate prerequisites. If a student takes a course here, she or he should be certain that her or his background preparation for the course is adequate, either by taking the undergraduate prerequisites or by individual study.

MAT	152D	Calculus A
MAT	153	Calculus B
COS	280	Discrete Mathematics
COS	285	Data Structures

If pursuing the computer engineering track:

COS	250	Computer Organization **and**
COS	255	Computer Organization Lab
	or	
ELE	172	Digital Logic **and**
ELE	271	Introduction to Microprocessors
COS	350	Systems Programming
ELE	314	Linear Signals and Systems
ELE	342	Electronics I

If pursuing the computer systems or software development track:

COS	250	Computer Organization

| COS | 255 | Computer Organization Lab |
| COS | 360 | Programming Languages |

3. Official scores for the Graduate Record Examination (GRE).

Admission to the master's program is competitive and based on an evaluation of the application materials by the Computer Science Graduate Admissions Committee. Students whose first language is not English are required to submit TOEFL scores. Applicants whose TOEFL scores are less than 600 on the paper-based TOEFL or 250 on the computer-based TOEFL must demonstrate the language skills requisite for graduate study before they can be admitted.

Applicants meeting the entrance requirements for a master's in computer science will be granted regular admission status. Applicants not meeting the entrance requirements of the program may be granted conditional admission during which time the student must compensate for any specific academic deficiency. The Computer Science Graduate Admissions Committee will designate specific under-graduate computer science and mathematics courses to remedy admissions deficien-cies. These courses will carry no credit toward the master's degree and must be suc-cessfully completed and must precede the completion of 12 hours of graduate cred-it. Upon successful completion of the designated preparatory coursework the student may be granted regular admission status.

Application Materials

In addition to the materials described in the Admissions section, applicants for this program must submit three letters of recommendation attesting to the candi-date's academic and/or professional accomplishments.

Application Deadline

The application deadline is March 1 for fall semester (September) and October 1 for spring semester (January) admission.

Program Policies

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

Transfer Credit A maximum of 9 credit hours of transfer credit may be used toward the degree.

Continuous Enrollment Every semester a student must either register for a course or for GRS 601 to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue with the degree. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.

Time Limit All required courses for the M.S. degree must be completed within six years prior to graduation. Otherwise, additional coursework must be taken to ful-fill program requirements.

Program Requirements

All master's candidates must complete a minimum of 30 total credits, which must include 12 credits of graduate-level computer science courses (computer engineer-ing track requirements differ; see below), excluding COS 598. Students must also take either a 6-credit master's thesis, COS 698, or a 3-credit master's project, COS 698, and an additional graduate course in computer science. Approved 400-level computer science courses can be used to fulfill the remaining credit requirements. At most two courses from other departments may be used toward the graduate degree (computer engineering track requirements differ; see below). The Computer Science Department faculty must approve these in advance. At most three credits of COS 697 may be used toward the graduate degree.

If a student does not have the equivalent of a specific course from the following list in her/his previous studies, she/he must take it and may use it toward fulfillment of the degree requirements. Courses taken previously to meet other degree require-ments cannot be used in the service of the graduate degree.

COS	450	Operating Systems
COS	485	Design of Computing Algorithms **or**
COS	480	Theory of Computation

The culminating work in the M.S. program must take one of the following two forms:

1. *Academic thesis:* the student works on research under the supervision of a the-sis committee composed of faculty members.
2. *Project:* the student works on an application of computer science. This could be in the form of a piece of software, a report on a problem, design of an appli-cation, etc. The project may be the solution of a problem at the student's place

of employment. In this case, a representative of the employer may serve as an additional committee member.

The first option requires a committee of at least three members. The second option requires a committee of at least one faculty member. Both options require that a project proposal addressing a topic in the student's chosen track be approved by the committee. They also require a written final summary document describing the results of the project. This document must be approved by the committee and published according to Departmental guidelines. Oral presentation of the completed project is encouraged.

To ensure that the degree candidate's studies are focused and lead to a deeper knowledge in an area, she or he must choose an emphasis in computer systems, software development, computer engineering, or an area designed by the student. For details of student designed emphases, see Departmental guidelines.

Specific course requirements of each are as follows:

1. *Master of science degree in computer science* with emphasis in computer systems. Some of these courses have MAT 281 or MAT 380 among their prerequisites.

   Complete four of the following courses:

COS	450	Operating Systems
COS	455	Computer Architecture
COS	460/540	Computer Networks
COS	465/542	Distributed Systems
COS	467/567	Performance Analysis of Distributed Systems
COS	485	Design of Computing Algorithms
COS	543	Distributed Systems: A Second Course
COS	545	Wireless Data Communication
COS	552	Advanced Computer Networks
COS	555	Advanced Computer Architecture
COS	562	Performance Analysis
COS	566	Simulation and Analytical Modeling

2. *Master of science degree in computer science* with emphasis in software development.

   Complete four of the following courses:

COS	420	Object Oriented Design
COS	430	Software Engineering
COS	444/544	Software Project Management
COS	452	Computer Graphics
COS	457	Database Systems
COS	469/569	Compiler Construction
COS	476/576	Advanced Object-Oriented Design
COS	485	Design of Computing Algorithms
COS	495/595	Advanced Web Architectures
COS	558	Database Management
COS	565	Software Design and Development
COS	571	Object-Oriented Databases
COS	574	Advanced Computer Graphics
COS	578	Advanced Java Technology
COS	579	Object-Oriented Software Technology

3. *Master of science degree in computer science* with emphasis in computer engineering. Candidates in this track must take a minimum of 30 credits, at least 12 credits of which must be graduate-level courses from the lists below. The minimum of 12 credits of graduate courses should include at least 6 credits of computer science courses and at least 6 credits of electrical engineering courses. The balance of courses may be electrical engineering courses from the list below, or approved computer science courses, subject to the following distribution requirements.

   a. Complete two of the following courses:

COS	450	Operating Systems
COS	455	Computer Architecture
COS	460/540	Computer Networks
COS	465/542	Distributed Systems
COS	467/567	Performance Analysis of Distributed Systems
COS	472	Artificial Intelligence

COS	543	Distributed Systems: A Second Course
COS	550	Advanced Operating Systems
COS	552	Advanced Computer Networks
COS	555	Advanced Computer Architecture
COS	562	Performance Analysis
COS	572	Advanced Artificial Intelligence

b. Complete two of the following courses:

ELE	417/517	Robot Modeling
ELE	418	Robot Intelligence
ELE	442/542	Digital VLSI Circuits and Design
ELE	444/544	Analog Integrated Circuits and Design
ELE	445/545	Special Topics in CMOS Integrated Circuit Design
ELE	464	Microelectronic Fabrication
ELE	467	Optoelectronics
ELE	486/586	Digital Signal Processing
ELE	489/589	Digital Image Processing

Restricted to students with full graduate standing in the Computer Science Department or permis - sion of the instructor.

COS 540 Computer Networks
An introduction to computer networks. Computer network architecture is described. Other topics include digital data communication, local area networks, wide area networks, internetworks, and the Internet. Specific technologies, including Ethernet and ATM, and protocols, including TCP/IP, will be considered in detail. 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 543 Distributed Systems: A Second Course
A continuation of COS 465/542, the course covers advanced topics relating to distributed systems that are not addressed in the first course. Specific topics include shared data, managing file replication, currency control, distributed transactions, fault tolerance and security. Case studies of existing systems and examination of new developments are also addressed. Prerequisites: COS 465 or COS 542.   Cr 3.

COS 544 Software Project Management
Students will learn how to lead and participate in significant software projects. The course will cover the project life cycle, including developing the charter, plans, and justification; outsourcing and other procurement decisions, management of scope, time, cost, quality, personnel, and risk, and the critical role of communications inside and outside the project. Experts from industry will present case studies of success and failure. Prerequisite: previous bachelor's degree and COS 420 or COS 430.   Cr 3.

COS 545 Wireless Data Communication
A seminar-based course that surveys the rapidly evolving field of wireless data networks. Wireless technologies, systems, and services are investigated with emphasis on existing systems and standards. Topics cover mobile data and wireless LANs. Prerequisite: COS 460, an equivalent course, or substantial experience with computer network architecture.   Cr 3.

COS 550 Advanced Operating Systems
Topics include cooperating processes, privacy and protection of system and user processes, hardware aids, basic concepts of networks and distributed processing. System performance analysis may also be covered. Prerequisite: COS 450.   Cr 3.

COS 552 Advanced Computer Networks
This second course in computer networks explores recent developments with particular emphasis on fiber optic high speed networks. A laboratory component involving performance evaluation of network protocols may be included. Prerequisite: MAT 380 and COS 460/540 or permission of instructor. Cr 3.

COS 555 Advanced Computer Architecture
This course presents topics from research areas in computer architecture as well as advanced and emerging technologies. Possible topics are parallel machines, content addressable memories, VLSI systems. Prerequisite: COS 455.   Cr 3.

COS 558 Database Management
After an overview of modern database management systems (DBMS) which discusses the significance of the relational model, the course examines selected research topics from the current literature. Topics in the past have included logic and databases, database design methodologies, and object-oriented systems. Prerequisite: COS 457 or graduate standing.   Cr 3.

COS 562 Performance Analysis
The course integrates system measurement, analytic modeling, and simulation modeling to develop computer system performance evaluation techniques. The

approach will be problem-oriented with emphasis on benchmarking, simulation modeling and queuing models. Subjects covered will include system measurement, operational analysis, simulation modeling, analysis of simulation results, and mean value analysis. Prerequisites: MAT 380 or equivalent and some experience with an operating system.   Cr 3.

COS 565 Software Design and Development

A study of techniques and approaches related to the design and development of large scale software products. Consideration of formal methods for specification, analysis, design, implementation, and testing. A "large" group programming project will be the vehicle for much of the learning in this course.   Cr 3.

COS 566 Simulation and Analytical Modeling

The theoretical limitations of analytical modeling will be contrasted with the practical limitations of simulation. The BCMP family of analytical models will be presented along with the computational solutions of these models. The use of simulation will be discussed with regard to a high level language (such as SIM-SCRIPT). Such topics as model verification and evaluation of experimental results will be considered.   Cr 3.

COS 567 Performance Analysis of Distributed Systems

The objective of the course is to learn techniques to assess the performance of applications running in a distributed manner. Such assessment is important for developers to understand the behavior of the distributed applications they create, and to identify aspects of the applications that are determining performance. The course presents a variety of evaluation techniques, including queueing theory, simulation, and availability and performability modeling. Other techniques will be introduced as needed. Prerequisite: Previous bachelor's degree, COS 450 or COS 460, and MAT 281 or MAT 380.   Cr 3.

COS 569 Compiler Construction

Definition of languages via context-free grammars. Organization of a compiler into phases of lexical analysis, parsing, code generation, and optimization. Students will implement a compiler for a Pascal-like language. Prerequisite: graduate standing.   Cr 3.

COS 570 Seminar: Advanced Topics in Computer Science

Topics vary from year to year. Will include current research, emerging technologies, case studies. Cr 3.

COS 571 Object-Oriented Databases

Object-oriented database technology integrates technologies from database systems and programming languages. The integrated technology provides significant advantages in nonstandard application areas, particularly in engineering. The course covers the object-oriented database system manifesto, limitations of the relational model, user-defined types and complex objects, object-relational systems, persistent object systems, Java database technology, query languages, system architectures, and object-oriented database standards. The course includes hands-on experience with object-oriented database management systems and/or persistent object systems. Requirements include a substantial database development project, addressed by teams. Prerequisites: COS 457 and COS 578 or equivalent Java experience.   Cr 3.

COS 572 Advanced Artificial Intelligence

A survey course that explores the key areas of research within the field of artificial intelligence. Topics discussed include knowledge representation, search, computer vision, automated reasoning, planning, learning, and robotics. The nature of the problems underlying each area, relevant theoretical results, and successful systems are discussed. Prerequisite: COS 472 or graduate standing.   Cr 3.

COS 574 Advanced Computer Graphics

Advanced computer graphics techniques are described and analyzed. Subjects considered include the projection of 3D objects to 2D, hierarchical object representation, representation of 3D curves and surfaces, illumination and shading, solid modeling, and advanced graphics hardware. Prerequisite: COS 452 or permission of instructor.   Cr 3.

COS 576 Advanced Object-Oriented Design

This course considers developing object-oriented, multi-tier, Web-based applications. Topics will include object-oriented design patterns in distributed environments, software components, and software frameworks. The course also has a significant hands-on implementation component, and, after completing this course, students will have practical experience with several leading-edge distributed object technologies, including AJAX, Web Services, Enterprise JavaBeans, JDBC, and Servlets. The course is structured so that students will work in teams to develop a medium-sized, multi-tier application that incorporates several of the technologies mentioned above. Lectures will provide an introduction to the technologies and discuss principled ways to apply these technologies. Prerequisites: COS 420 or permission of instructor.   Cr 3.

COS 578 Advanced Java Technology

This course will provide an indepth study of the most important and the more advanced components of Java technology. The first part of the course covers topics such as concurrent object-oriented programming in Java and Java Core Reflection. The underlying technology (the Java Virtual Machine) is also covered in detail. The course also covers the extensions of the Java technology such as parametric polymorphism, orthogonal persistence, and assertions. Programming assignments include concurrent programming, programming with collection types, dynamic loading and compilation, usage of the Java reflective capabilities, and usage of persistent capabilities available in Java and in its extensions. Prerequisites: COS 360 and Java experience.   Cr 3.

COS 579 Object-Oriented Software Technology
The focus of this course is on object-oriented software systems that provide (i) efficiency and reliability based on an advanced type system, and (ii) correctness and behavioral compatibility in software reuse via object-oriented assertions and programming by contract. Specific topics include object-oriented type systems (inheritance and subtype polymorphism, parametric polymorphism—bounded and F-bounded—self-typing and matching, type reflection) and semantics and correctness (object-oriented assertions, behavioral compatibility and behavioral subtyping, programming by contract, verification techniques and tools). Programming assignments are based on an object-oriented language with bounded parametric polymorphism, self typing, and assertions. Prerequisites: COS 280 and COS 360. Cr 3.

COS 580 Advanced Theory of Computation: Computability and Complexity
Explores the nature of computation from a mathematical point of view, and determines why many fundamentally important computational problems apparently have no efficient solution, or even no solution at all. Topics include models of computation, the Church-Turing thesis, computably enumerable sets, undecidable problems, the Halting Problem, resource-bounded complexity classes, NP-complete and NP-hard problems, the Traveling Salesman and other optimization problems, and computational reducibility. Connections may also be drawn to the foundations of mathematics and Gödel's Incompleteness Theorem. Prerequisite: COS 480 or permission of instructor. Cr 3.

COS 582 Design and Analysis of Algorithms
This course deals with the analysis of algorithms, and the relevance of such analysis to the design of efficient computer algorithms. Examination of such topics as sorting, tree and graph algorithms, pattern matching, algebraic simplification and transformations, NP-hard problems, and approximation algorithms. A balance is struck between the derivation of results of theoretical significance and the practical endeavor of designing efficient algorithms. Cr 3.

COS 595 Advanced Web Architectures
The focus of communication over the Internet is shifting to "computer-to-computer" interaction. Standards for this interaction (ebXML, SOAP, WSFL) are now in place and maturing, and commercial use is exploding. We will survey these standards and critically evaluate their security, efficiency, and completeness. We will construct several case studies, including Web-based commerce. As a team we will acquire and learn how to use available tooling, and we will put together working Web services and test their ability to interact with each other. Prerequisite: graduate standing. Cr 3.

COS 598 Internship
Students apply their learning to a specific problem in a practical context under faculty and managerial supervision. See Departmental guidelines for more details. Prerequisites: full graduate standing and prior approval of proposal by instructor and Department chair. Cr 1-3.

COS 697 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum. Cr 3.

COS 698 Master's Thesis/Project
A six-credit thesis or a three-credit project is required of all students. The appropriate member(s) of the computer science faculty must approve the project in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval. Cr 3-6.

ELE 517 Robot Modeling
This course focuses on the concepts of kinematics, statics, and the dynamics of serial manipulators, as well as on the analysis and design of robotic structures. Students will conduct case studies of multiple platforms in the Robotics and Intelligence Systems Laboratory. This course complements ELE 418. Prerequisites: ELE 210, COS 160 or permission of instructor. (Lecture 3 hrs.) Cr 3.

ELE 542 Digital VLSI Circuits and Design
This course will examine the principles of internal circuit and layout design of digital VLSI circuits, with an emphasis on CMOS technology. Topics include NMOS and CMOS processes, device physics and SPICE models, logic circuits, electrical and physical design of logic gates, dynamic CMOS circuits, memory, chip layout principles, parasitics, and performance estimation. Simulation, layout, and electronic design automation tools are demonstrated and used. Prerequisites: ELE 172, ELE 342. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 544 Analog Integrated Circuits and Design
This course will examine the principles of internal circuit operation and design of analog integrated circuits, with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, frequency response, feedback, stability, and internal compensation with emphasis on the design of CMOS operational amplifiers, power stages, and dc regulators. SPICE simulation, layout, and electronic design automation tools are demonstrated and used in homework assignments and design projects. Prerequisite: ELE 343 or permission. (Lecture 3 hrs; Lab 1 hr.) Cr 3.

ELE 545 Special Topics in CMOS Integrated Circuit Design
This course will cover special topics, such as, high performance operational amplifiers, silicon integrated sensors and sensor interface circuits, switched capacitor circuits, oscillators and integrated wave-

form generators, phase-locked-loop circuits, and memory, among others. Three chosen topics will be emphasized and students will conduct instructor-guided projects that will culminate with chip level design of these circuits. SPICE simulation verifications, layout, and electronic design automation tools will be used extensively. Prerequisite: ELE 442/542 or ELE 444/544. (Lecture 3 hrs; Lab 1 hr.)   Cr 3.

ELE 586 Digital Signal Processing
This course will cover the basic principles of processing digital signals. Other concepts covered will include sampling and quantization; time and frequency domain representation; analysis of discrete-time signals and systems; FIR and IIR systems; digital filter design; review of classic analog filter design (Butterworth, Chebychev); quantization and finite-precision effects; and DSP hardware. Computers will be used to design and realize various signal processors. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs.)   Cr 3.

ELE 589 Digital Image Processing
This course will focus on the theory and practice of digital processing of images by computer. Students will be introduced to two-dimensional signal processing theory, including sampling, transforms, and filters. Image acquisition and representation; enhancement methods; image coding; image analysis; and image processing hardware also will be covered. Prerequisites: ELE 314 and COS 160 or equivalent. (Lecture 3 hrs; Lab 1 hr.)   Cr 3.

Master of Science in Manufacturing Systems

Coordinator: H. Fred Walker
Professors: Andrews, Gupta, Walker; *Associate Professors:* Grover, Jensen, Marshall

Note: Admission to this program has been temporarily suspended.

Program Description

The master of science in manufacturing systems (M.M.S.) is an interdisciplinary program designed to prepare working professionals for advancement and leadership positions in a variety of manufacturing industries. The M.M.S. program is open to students who may or may not have a manufacturing-related undergraduate degree who want or need a graduate-level understanding of manufacturing operations. A Certificate of Graduate Study in Manufacturing Systems is also offered for non-degree seeking students interested in similar content knowledge without a research component.

While in the M.M.S. program, students will develop the knowledge, skills, and abilities necessary to plan for and successfully implement advanced manufacturing technology for competitive advantage in a global marketplace. Applied problem solving and quantitative methods will serve as the primary context of coursework for students in the M.M.S. program. Accordingly, the M.M.S. program will seek to develop in students the critical thinking and analytic abilities needed by leaders in this profession.

The M.M.S. program is intended primarily for adult learners participating on a part-time basis. The program is offered on two- and three-year completion cycles, depending on how many courses students complete from semester-to-semester and whether students attend courses during the summer. Most coursework for the M.M.S. program will be offered in the late afternoon and early evening.

Admission

Admission to the M.M.S. program and the Certificate of Graduate Study will be competitive based on the availability of 20 seats each year. Students applying for full admission for an available seat must meet the following requirements (a conditional admission *may* be granted to students who do not satisfy the undergraduate grade point average requirement provided they score above the 50th percentile on the quantitative section of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT), and provided a seat in the program is available):

1. Hold a baccalaureate degree from an accredited institution with a grade point average of at least 3.0 on a 4.0 scale (B average).
2. Provide official test scores from either the GRE or GMAT.
3. Provide an essay describing why the degree is important for your professional development.
4. Provide a description of your professional experience in manufacturing.
5. Provide three letters of recommendation.

The Admission Committee will evaluate an applicant's undergraduate performance, standardized test scores, recommendations, essay, and experience when making an admission decision.

Conditional Admission Students without strong undergraduate academic performance, standardized test scores, or industrial experience may be considered for conditional admission. Students admitted on a conditional basis will be required to complete specific courses in a sequence defined by the graduate advisor with a grade of 3.0/B or better. This specified set of courses will normally consist of four courses, graduate, undergraduate, or both. Failure to complete these courses, in the order and with the grades specified, will result in dismissal from the program.

Application Materials

In addition to the materials described in the Admissions chapter, students applying for the M.M.S. program must submit:

1. A completed application for graduate study, including application fee.
2. Official transcripts of all graduate and undergraduate coursework.
3. Official scores from the GRE or GMAT.
4. An essay describing why the M.M.S. program is important for your professional development.
5. A description of your professional experience.
6. Three letters of recommendation.
7. Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL or 213 on the computer-based TOEFL for students whose native language is not English.

Application materials may be obtained from the USM Office of Graduate Admissions and returned to the same office.

Application Deadline

Applicants are reviewed on a rolling basis until all slots are filled, with priority given to applications that are completed by April 15.

Program Policies

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

Deferred Admission

Students admitted for full- or part-time study must register for and complete at least one course in the fall semester in which they are admitted. Students who are admitted and do not complete one course in the first semester will be withdrawn from the program and must reapply as described above.

Transfer Credit

Students who have completed graduate-level courses specifically related to manufacturing at a regionally accredited institution of higher education other than USM may request in writing that no more than two of the courses (the equivalent of six semester hours) be considered for credit in the M.M.S. The graduate advisor, in coordination with the Office of Transfer Affairs, will make all decisions related to transfer credit.

Time Limit

Once admitted to the M.M.S. program all requirements for graduation must be completed within six years. Any work not completed within six years of beginning the program must be repeated.

Non-Degree Release

Students admitted as Certificate of Graduate Study candidates must sign a release stating they will not pursue the M.M.S. degree from USM on the basis of accumulated credit, unless they gain admission through the formal admission process described above.

Certificate of Graduate Study

Candidates for the Certificate of Graduate Study must comply with the same admission and performance requirements as degree seeking students.

Grade Point Average

Students must maintain a GPA of 3.0 or better.

Grade Policy

A student whose grade point average (GPA) falls below 3.0 will be placed on academic probation. In this case, a student will be allowed 12 semester hours to raise their GPA to, or above, the 3.0 minimum by taking only graduate-level courses. Students unsuccessful in raising their GPA during a probationary period may be dismissed from the program. A 3.0 GPA is required for graduation from the M.M.S. program.

The First Course

The first course taken by students participating in a degree or certificate seeking status must be MBA 504 Probability and Statistics for Business Decision Making. Successful completion of MBA 504 with a 3.0/B or better is a requirement before taking any other courses beyond the first semester.

Elective Courses

A list of courses that may be used to satisfy the electives requirement has been provided below. Additional elective courses will be developed as part of the M.M.S. program and will be available as needed/requested. Students in the M.M.S. program may also complete elective courses offered by academic departments not participating directly in the M.M.S. program so long as the course(s) are specifically related to manufacturing and are approved by the graduate coordinator. Any course taken as an elective for the M.M.S. degree or Certificate of Graduate Study requires prior approval from the graduate coordinator.

Publication Requirement

Candidates for the master of science, manufacturing systems degree must prepare and submit a manuscript to a refereed journal related to manufacturing. Manuscripts are to be based on the applied manufacturing research completed as part of a thesis.

Program Requirements

The M.M.S. program at USM is composed of 36 credits allocated as follows: 24 credits M.M.S. core, 6 credits electives, and 6 credits thesis.

M.M.S. Core M.M.S. core courses include the following (24 credits):

MMS	510	Applied Research Methods
MMS	515	Engineering Economy
MMS	520	Quality Systems
MMS	525	Manufacturing Strategies
MMS	530	DOE Applications in Manufacturing
MBA	504	Probability and Statistics for Business Decision Making
MBA	508	Management Science
MBA	642	Leadership

M.M.S. Electives M.M.S. elective courses include, but are not limited to, the following (6 credits):

MMS	553	Automated Systems for Materials Processing
MMS	555	Advanced Control Applications for Automated Systems
MMS	557	Advanced Applications of Computer Integrated Manufacturing
MMS	570	Project Management
MMS	580	Special Topics in Manufacturing Systems
MBA	675	Production/Operations Management

M.M.S. Thesis The M.M.S. thesis is an applied research component that must be based on an experiment design application in a manufacturing environment – a significant component of this research will be an analysis of the economic impacts of the research (6 credits).

MMS	590	Thesis

Certificate of Graduate Study, Manufacturing Systems

The Certificate of Graduate Study, Manufacturing Systems, at USM includes 21 credits allocated as follows: 18 credits M.M.S. core and 3 credits of electives.

M.M.S. Core M.M.S. core courses include the following (18 credits):

MMS	515	Engineering Economy
MMS	520	Quality Systems
MMS	525	Manufacturing Strategies
MBA	504	Probability and Statistics for Business Decision Making
MBA	508	Management Science
MBA	642	Leadership

M.M.S. Electives M.M.S. elective courses include, but are not limited to, the following (3 credits):

MMS	553	Automated Systems for Materials Processing
MMS	555	Advanced Control Applications for Automated Systems
MMS	557	Advanced Applications of Computer Integrated Manufacturing
MMS	570	Project Management
MMS	580	Special Topics in Manufacturing Systems
MBA	675	Production/Operations Management

MMS 510 Applied Research Methods

This course will prepare students to engage in a systematic method of inquiry when investigating problems commonly encountered in operational manufacturing environments. Topics include: formulating/defining problems, gathering data as related to similar problems encountered in the larger context of a manufacturing industry, gathering data as related to a specific problem of interest within a specific company, methods for organizing and displaying data, formulating research questions, integrating quantitative methods with the research process, data analysis, and decision making. Additional topics include: cost justification of applied research, presentation techniques, and manuscript preparation. Cr 3.

MMS 515 Engineering Economy

This course will expose students to a variety of topics related to financial resources as used in manufacturing operations. Topics include the time value of money, sources and costs of capital, project/alternative selection, and capital budgeting. Additional advanced engineering economy topics including project/asset valuation using real options, competition, project selection under risk and uncertainty, multi-attribute decision making, and sensitivity analysis. Prerequisite: MBA 604. Cr 3.

MMS 520 Quality Systems

This course will cover the functional requirements of quality systems as applied to manufacturing operations. Quality systems components commonly associated with assurance, control, and improvement functions will be a primary focus of the course. Applications of applied research methodology using quantitative methods to solve problems related to quality will be emphasized. Prerequisite: MBA 604. Cr 3.

MMS 525 Manufacturing Strategies

This course will explore issues impacting the competitive posture of a variety of manufacturing industries. Topics include: operating and organizational structures, use of financial resources for competitive advantage, risk assessment, technology management, global operations, and emerging trends in operating policy. Cr 3.

MMS 530 DOE Applications in Manufacturing

This course will expose students to experimental design applications most commonly encountered in manufacturing. Topics include practical experimentation strategy, one-way designs, full and fractional factorial designs, selected screening and characterization designs, and use of JMP 5.1 software. Particular attention will be directed toward model selection and refinement, appropriate hand and computer-based calculation, analysis and interpretation of results, and using quantitative input in decision-making processes. Cr 3.

MMS 590 Thesis

The thesis is a study focused on solving a problem in an operational manufacturing environment. Theses for the M.M.S. degree must be quantitative in nature and be based on the application of an experiment design. Prerequisite: successful completion of all M.M.S. coursework and approval from the graduate advisor. Cr 6.

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. Prerequisite: computer proficiency, ABU 190, or ITT 181. *Students matriculated into the M.M.S. program have already met the prerequisites.* Cr 3.

MBA 508 Management Science

This course examines the role, perspective, and commonly used tools of quantitative analysis in operational decision making. Emphasis is placed on developing students' abilities to recognize the need for quantification; formulate operations management problems quantitatively; select and test computer-based decision-support system models; collect meaningful data; and interpret the implications of analysis results. Prerequisites: MBA 604; computer proficiency, ABU 190, or ITT 181. 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: BUS 340.   Cr 3.

MBA 675 Production/Operations Management
An examination of the role of operations within manufacturing and service organizations. Emphasis is placed on 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 608.   Cr 3.

M.M.S. Program Scheduling

	2 Year Plan	*3 Year Plan*
Fall	MBA 504 MMS 510	MBA 504 MMS 510
Spring	MBA 542 MMS 515	MBA 542 MMS 515
Summer Session 1	Elective Elective	
Summer Session 2	*No Class Offerings*	*No Class Offerings*
Fall	MMS 520 MBA 508	MMS 520 MBA 508
Spring	MMS 530 MMS 525	MMS 530 MMS 525
Summer Session 1	Thesis	
Summer Session 2	*No Class Offerings*	*No Class Offerings*
Fall		Elective Elective
Spring		Thesis

College of Arts and Sciences

Master of Arts in American and New England Studies

Director: Kent Ryden
Professors: Cameron, Cassidy, Conforti; *Associate Professors:* Edney, Ryden

Program Description

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

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

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

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

Admission

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

Application Materials

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

1. Official scores for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). Only students with an M.A. degree in the humanities or social sciences, or those holding a J.D., are exempt.

2. Three letters of recommendation on standard application forms or stationery.

Application Deadline

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

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

Program Policies

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

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

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

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

Program Requirements

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

30-Credit Program

Required Courses			Credits
ANE	600	Creating New England I	3
ANE	610	Creating New England II	3
ANE	675	Workshop in Research and Writing	3
ANE	690	Project	
		or	
ANE	695	Thesis	6
			15

Elective Courses
Five courses chosen from ANE offerings 15
30

36-Credit Program

Required Courses			Credits
ANE	600	Creating New England I	3
ANE	610	Creating New England II	3
			6

Elective Courses
Ten courses chosen from ANE offerings 30
36

Public Culture and History (36 credits)

Required Courses			Credits
ANE	600	Creating New England I	3
ANE	610	Creating New England II	3
ANE	670	Museums and Public Culture	3
			9

Elective Courses
Six courses chosen from ANE offerings   18

One of the following 9-credit tracks: <u>9</u>
                                                         36

Track A
ANE   687   Internship   3
2 courses in nonprofit management   6

                        or

Track B
ANE   687*   Internship   3
ANE   687*   Internship   3
1 course in nonprofit management   3

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

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

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

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

ANE 612 Documenting America: Ethnography and Oral History
This course is an introduction to the practice, politics, and history of documentary field studies. It will focus on oral history and ethnography as both a method and as a particular genre of culture writing and representation. In class, students will explore various strategies and practices of ethnography, including travel writing, local color, anthropology, exploration literature, documentary film making, and oral history. Students will grapple with contemporary issues that confront modern practices of "field work," such as cultural authority, displacement, marginalization, modes of cultural interpretation, stranger talk, insiders/outsiders, "wrong" stories and "true," etc. Field work required.   Cr 3.

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

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

ANE 622 Food: History, Culture, Politics
This course will explore the history, culture, and politics of food in America with a special emphasis on New England and regional differences. The course will examine colonial food ways 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.

ANE 625 The West and the American Imagination

A prominent historian has observed that for the last 100 years the "West has been America's most strongly imagined region." This course will examine the 19th- and 20th-century West as an historic place and as an imagined region. It will explore the historical, cultural, geographic, political, and economic patterns that define the West as a distinctive region and look at the West in relation to other regions, particularly New England. Students will also analyze the place of the West in the American imagination, focusing on how popular culture, in varied forms, has shaped our understanding of this region. Cr 3.

ANE 628 New England and the Sea

This course will examine the role of the sea in shaping New England society, culture, and thought. The course will focus on the "new maritime history"; literary and artistic responses to the sea; the economic importance of the sea for recreation and for the fishing industry; and efforts to preserve and interpret the region's maritime heritage. Cr 3.

ANE 629 Ethnicity in New England and America

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

ANE 630 The Culture of Consumption

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

ANE 633 The Mapping of New England

A study of the history of construction and use of cartographic representations of New England and Maine, to the end of the nineteenth century. The basic theme running through the course is that of cartographic literacy and commercialism: who used the maps and for what purposes? The course is structured around those cartographic modes (specific combinations of geographic knowledge, technological practices, social institutions, and cultural expectations) which have been relevant for New England. The scope of the course will expand to address, when necessary, more general issues in European and North American cartographic history. Cr 3.

ANE 635 Art and New England Culture

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

ANE 638 Reading the Cultural Landscape

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

ANE 641 Environment and Culture

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

ANE 644 Twentieth-Century New England Politics

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

ANE 648 Domestic Architecture and American Culture

This course will examine the physical form as well as the idea and image of "home" from the 17th through the 20th centuries. House designs and styles and their historic changes and diversity across class and geographic boundaries will be examined. Students will also analyze the idea of home in visu-

al culture (paintings, prints, photography, popular illustrations, film) and written texts (prose, architectural pattern books, advice books, magazines).Cr 3.

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

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

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

ANE 658 Visual Culture of 20th-Century America
This course will look at the production and explosion of visual images in 20th-century America. Students will examine varied image types (advertising, film, painting, prints, photography, public art, television, and video) and how these images shape knowledge, experience, and culture. Topics include: the spectacle of city; images that sell; the meanings of abstract art; and documentary photography and surveillance.   Cr 3.

ANE 660 New England Autobiography
This course examines 19th- and 20th-century New England autobiography; it focuses on works that illuminate aspects of regional experience. The readings represent diverse forms of autobiographical expression as well as essays that introduce contemporary approaches to the study of autobiography. The course emphasizes a historical-cultural reading of autobiography, relating issues of style, self-representation, the life cycle, gender, class, ethnicity, and place to particular historical contexts and cultural needs.   Cr 3.

ANE 665 Sex in New England
This course will explore changes in the meaning and place of sexuality in American life and in the shaping of New England's identity and culture. Exploring primary and secondary sources, we will look at Puritan family life (and not so "puritanical" sexual behaviors), the sexual politics of witchcraft, divorce in colonial society, Utopian free love campaigns, same-sex intimacy and the conjoined emergence of homosexuality and heterosexuality, gay urban culture, the Boston marriage and the female world of love and ritual, commercialized sex and antiprostitution activity, rural vice campaigns, youth culture, literary sexology, the sexual revolution, and contemporary sexual politics.   Cr 3.

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

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

ANE 675 Workshop in Research and Writing
This course explores various modes of critical writing as they relate to contemporary practices and debates in American studies. It is run as a collaborative workshop; students will read and comment on drafts of each other's papers as a central element of the process of revision. By semester's end, students will have produced an extensive research paper or a thesis chapter. This course is required for students writing a thesis or project, but is also open to all students who have completed at least 15 hours of coursework. Prerequisite: 15 credits completed in the ANES program, including ANE 600 and ANE 610.   Cr 3.

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

ANE 687 Internship
Open to qualified students with exceptional records in the program; required for students in the Public Culture and History track. Internships are by application to the ANES Curriculum Committee. Participating organizations include, but are not lim-

ited to, the Portland Museum of Art, Old York Historical Society, Pejepscot Historical Society, and Maine Historical Society. Pass/fail.   Cr 3-6.

ANE 690 Project
Completion of a two-semester project that may be an independent project or that may combine independent study and work in a historical society, a museum, a cultural organization, or other public or private institution. In consultation with an advisor, the student defines and develops the project in relation to his or her particular interest in American and New England Studies.   Cr 6.

ANE 695 Thesis
The product of original research, the thesis should embody an interdisciplinary combination of approaches and/or materials.   Cr 6.

Master of Science in Biology

Coordinator: Christine Maher
Professors: Gainey, Mazurkiewicz, Weber; *Associate Professors:* Champlin, Knight, Maher, Moore, O'Mahoney-Damon, Theodose, Walker; *Assistant Professor:* Currie; *Adjunct Professors:* Dionne, Duboise, Evers, D. Harris, Incze, Levine, Ng, Stevick, Wilson

Program Description

The M.S. program in biology at USM is designed to meet diverse student interests and to provide additional preparation for careers in biology. The program is aimed at three groups: 1) students who wish to continue the scholarly pursuit of biology and possibly continue with a Ph.D. or M.D.; 2) students desiring laboratory or field experience to make them more competitive for employment; and 3) students who teach, or wish to teach, at the secondary, community college, or technical college levels.

To meet these needs, the M.S. program in biology offers a breadth of coursework, and a thesis requirement with an individualized approach. Coursework and research opportunities span the subdisciplines of cell and molecular biology, developmental biology, evolutionary genetics, physiology (animal, plant, and microbial), ecology (animal, plant, and microbial), and environmental science.

The student master's thesis, tailored to individual interests and falling within the research subdiscipline of a faculty mentor, is intended to provide experience in scientific investigation. Students are exposed to the current state of knowledge within the subdiscipline, and learn skills necessary for creative scientific inquiry. These include exploration and evaluation of the scientific literature, experimental design, implementation of original laboratory or field-based research, statistical analysis of data, and the writing of a publishable scientific paper.

Admission

Admission to the M.S. program in biology is competitive and has two basic requirements. First, applicants should have earned a baccalaureate degree from an accredited institution, preferably in some area of biology, with a minimum GPA equivalent to 3.0. Second, admission is also dependent upon a faculty member agreeing to serve as the primary faculty advisor to the student. Therefore, before applying to the program, students must become acquainted with the research interests of individual faculty in or adjunct to the Department of Biological Sciences (www.usm.maine.edu/bio) and contact those faculty members to discuss the possibility of working with them in the M.S. program in biology and identify the faculty member(s) in their essay.

Students who do not meet the first criterion, but who demonstrate exceptional promise, may be granted conditional admission, during which time they must compensate for any specific deficiency as determined by the Biology Graduate Admissions Committee. Upon successful completion of the conditions, conditional students can be granted regular admission status.

Application Materials

In addition to the materials described in the Admissions chapter of this catalog, applicants must submit the following information:
1. *Test scores* Official scores from the General Test of the Graduate Record Examination (GRE) are required. Official scores from the GRE Subject Test in Biology are recommended.
2. *Transcripts* Official undergraduate and graduate transcripts are required from any college or university attended.

3. *Essay* The essay should discuss your academic goals and anticipated research interests, and should include the name(s) of specific faculty members with whom you might like to work.
4. *Letters of recommendation* Three letters of recommendation are required from people who can evaluate your potential for success in a master's program in the biological sciences.

Application Deadlines

Applications and supporting materials must be received by February 1 in order to receive priority status for fall admission and consideration of departmental financial support. The application deadline for spring admission is October 15. Students applying for spring admission are less likely to obtain graduate assistantships in their first semester, because most financial aid will be distributed during fall admissions.

Program Policies

In addition to the general policies described in the Academic Policies chapter, this program also includes the following policies.

Transfer credits Graduate students may transfer a maximum of 9 graduate credits, earned within the past 5 years, with a grade of B- or better. Approval of transfer credits must be requested at the time of admission.

Time limit All courses for the M.S. degree must be completed within 5 years from the time of first matriculation. Students may apply to the program graduate coordinator for an extension, which must be approved by the Department graduate faculty.

Grade policy Students must earn a grade of B- or better for courses to count toward the M.S. degree. If the cumulative GPA drops below 3.0, the student will be placed on probation. Terms and conditions of probation will be determined by the student's Advisory Committee in consultation with the Office of Graduate Studies.

Eligibility for Financial Aid During Thesis Completion Stage

To be eligible for federal financial aid (including deferment of student loans), a matriculated student must be enrolled in a minimum of 6 graduate credits in the master's degree program. However, a student who has completed coursework and is engaged in finishing his/her thesis will be considered eligible if he/she meets *one* of the following conditions:

- Is enrolled in at least 6 graduate credits

or

- Is enrolled in less than 6 graduate credits, has obtained certification of satisfactory progress from the chair of his/her thesis committee, indicating that the student is actively progressing in the work leading to completion of the master's degree, *and* is registered for GRS 602.

GRS 602 is a 1-credit course that permits students to retain eligibility for financial aid including University-funded fellowships, scholarships, and graduate assistantships, loan deferment, and access to University services, including USM Libraries and Internet.

Program Requirements

During the first semester, students are required to declare a research topic and to arrange an Advisory Committee, with guidance from their primary faculty advisor. The Advisory Committee consists of the student's primary faculty advisor and at least two other faculty members, of which at least one must be a member of the Department of Biological Sciences.

The degree provides two options: thesis and non-thesis. Most students are expected to produce a thesis, based on an original research project. However, with approval of the student's Advisory Committee, a student may undertake the non-thesis option, which requires writing a comprehensive review paper in lieu of a thesis. All master's candidates preparing a thesis must complete a minimum of 24 credits of coursework and 6 credits of thesis research. Candidates completing the non-thesis option must complete 32 credits of coursework, which must include at least one laboratory course, and 3 credits of literature review. Coursework is determined individually for each student in consultation with the student's Advisory Committee.

All students must take four required courses (15-18 credits):

AMS 545	Applied Biostatistical Analysis
	or
STA 588	Introduction to Biostatistics
BIO 601	Research Methods in Biology

BIO	621	Graduate Seminar (minimum of 2 required)
BIO	698	Thesis Research

or

BIO	699	Literature Review

Students also choose electives. To maintain breadth, electives are required in at least two of three areas (selecting from Genetics and Molecular Biology, Physiology, and Ecology and Evolution). Upon approval of the Advisory Committee, students also may take graduate-level courses in other departments.

At the end of the program, the thesis or literature review must be written in a form satisfactory to the Advisory Committee and suitable for submission to a peer-reviewed scientific journal, and the results must be presented in a seminar open to faculty, students, and the public. After the presentation, the student and Advisory Committee will meet to discuss details of the project, paper, and seminar.

The following courses satisfy the three program areas. Also, courses from other departments, specifically the Chemistry Department and Applied Medical Sciences Department, may satisfy some of the program areas.

Genetics and Molecular Biology

BIO	507	Molecular Mechanisms of Animal Development
BIO	508	Experimental Genetics
BIO	509	Cell and Molecular Biology
BIO	510	Cell and Molecular Biology Laboratory

Physiology

BIO	501	General Physiology
BIO	502	General Physiology Laboratory
BIO	503	Comparative Physiology
BIO	504	Comparative Physiology Laboratory
BIO	545	Advanced Pathophysiology
BIO	611	Endocrinology
BIO	615	Plant Metabolism

Ecology and Evolution

BIO	505	Animal Behavior
BIO	506	Animal Behavior Laboratory
BIO	511	Estuarine Ecology
BIO	515	Microbial Ecology
BIO	516	Microbial Ecology Laboratory
BIO	517	Issues in Evolution

Laboratory Fees

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

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BIO 501 General Physiology
A study of physiological processes and their regulation in animals. Cr 3.

BIO 502 General Physiology Laboratory
Laboratory examination of physiological mechanisms in animals. Cr 2.

BIO 503 Comparative Physiology
Physiological and biochemical basis of environmental adaptation. Cr 3.

BIO 504 Comparative Physiology Laboratory
Laboratory experiments on the physiological basis of environmental adaptation. Emphasis is on marine organisms. Cr 2.

BIO 505 Animal Behavior
This course is a study of the principles of behavioral organization in vertebrate and invertebrate animals, with emphasis on behavior under natural conditions. Cr 3.

BIO 506 Animal Behavior Laboratory
This course is a laboratory and field examination of behavioral principles in animals. Cr 2.

BIO 507 Molecular Mechanisms of Animal Development
A molecular genetic analysis of animal development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Cr 3.

BIO 508 Experimental Genetics
This course includes both lectures and laboratory exercises in human and fruit fly genetics. Cr 2.

BIO 509 Cell and Molecular Biology
A study of the eukaryotic cell at the level of

organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized.   Cr 3.

BIO 510 Cell and Molecular Biology Laboratory
A course in which the techniques of cell fractionation and biochemical analyses are applied to the eukaryotic cell.   Cr 2.

BIO 511 Estuarine Ecology
Integrated lecture/field laboratory course focused on interactions determining the distribution and abundance of life in estuaries.   Cr 3.

BIO 515 Microbial Ecology
This course is a continuation of the basic microbiology course (BIO 311). 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, and written components to the projects that will be carried out over the semester. Microscopic, cell culture, and molecular methods will be employed.   Cr 2.

BIO 517 Issues in Evolution
This course surveys major issues that motivate current research in evolutionary biology, providing a historical analysis of active areas of controversy and alternative points of view. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources.   Cr 3.

BIO 545 Advanced Pathophysiology
This course is a study of physiological, genetic, biochemical, and environmental basis of diseases. Systems to be covered include reproductive, gastrointestinal, respiratory, cardiovascular, nervous, and skeletomuscular.   Cr 3.

BIO 601 Research Methods in Biology
This course introduces students to faculty members' research. Students will study the philosophy of science, experimental design, data analysis and interpretation, and writing and assessment of scientific papers.   Cr 3.

BIO 602 Ethical Issues in Biology
This course examines a variety of ethical issues arising in biology today, including those related to general scientific research, biotechnology, medicine, and the environment.   Cr 2.

BIO 611 Endocrinology
This course examines hormone action in animals and plants at the molecular, cellular, organ, and organismal levels. Topics will include the endocrine control of development, behavior, and physiological processes.   Cr 3.

BIO 615 Plant Metabolism
This is an advanced course on the regulation and integration of metabolism as viewed from a whole plant perspective. The course deals with primary metabolic pathways such as respiration, photosynthesis, nitrogen metabolism, and carbohydrate and lipid biosynthesis. Compartmentation of metabolic pathways and communication between cells, tissues, and organs via transport systems are discussed.   Cr 3.

BIO 621 Graduate Seminar
This course reviews the literature pertinent to topics of biology. It may be repeated for credit as topics vary. Graduate students must complete at least two different seminars.   Cr 1-3.

BIO 650 Internship
In this course, students apply their learning to a practical context under supervision of a faculty member.   Cr 1-3.

BIO 660 Graduate Independent Study
Independent work on a special topic as arranged by the student, advisor, and committee.   Cr 1-6.

BIO 698 Thesis Research
This course involves thesis research and preparation. It may be repeated for credit, but no more than 6 credits will apply to the degree. Enrollment is required each term in which the thesis is in progress.   Cr 1-6.

BIO 699 Literature Review
This course involves preparation of a review paper based on current biological literature. Prerequisite: permission of the graduate advisor.   Cr 1-6.

GRS 602 Thesis Completion
This course is restricted to students in the thesis completion stage who need to retain eligibility for financial aid. Students may enroll in GRS 602 with permission for no more than two semesters. Prerequisites: permission of advisor and approval from the Office of Graduate Studies.   Cr 1.

Stonecoast Master of Fine Arts in Creative Writing

Director: Annie Finch
Associate Director: Robin Talbot

The Stonecoast low-residency M.F.A. program in creative writing draws on a faculty of nationally known writers of creative nonfiction, fiction, poetry, and popular fiction from across the United States. The M.F.A. is a two-year program, alternating intensive 10-day residencies with six-month independent writing projects supervised by faculty writers/mentors. The M.F.A. offers an interdisciplinary curriculum, including the creative nonfiction, novel, poetry, popular fiction, screenplay, and short story, with possibilities for elective work in such areas as writing for stage and screen, performance, and young adults.

Low-residency programs give students significant flexibility in pursuing graduate work as they do not require a day-to-day presence on campus. The master of fine arts requires attendance at two 10-day residencies per year for two years. These residencies are considered the beginning of each semester. Residencies are staffed by visiting faculty writers of national reputation who meet with students for a series of workshops, seminars, conferences, and readings. The winter residency will be held in January and the summer residency in June.

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

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

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

The cost of the brief-residency graduate writing program is $4,990 per semester (not including room and board). There are openings in the program for commuter students. The fee structure for this long-distance learning program is separate from the usual USM graduate tuition. The M.F.A. does not charge a higher rate for out-of-state students. Some scholarships are available.

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

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

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

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

CRW 520 Fiction Semester Project I
The focus of this course, which immediately follows the first residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of

readings. The faculty mentor will then respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 501.   Cr 9.

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

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

CRW 502 Residency Course II
This course is considered to be the completion of the first year's residency requirements. See description of Workshop Residency I. Prerequisites: CRW 501 and completion of Semester Project I in student's chosen genre.   Cr 3-6.

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

CRW 522 Fiction Semester Project II
This course immediately follows the second residency. The course focus is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of

readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502.   Cr 9.

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

CRW 542 Popular Fiction Semester Project II
The focus of this course, which immediately follows the second residency, is on the completion of a negotiated study plan developed between the student and the faculty member. As part of the study plan, students will be expected to exchange five packets of manuscripts with the faculty mentor. The packets will vary depending on the study track, but should include both creative work and critical annotations of readings. The faculty mentor will respond with constructive critiques for revision as well as additional reading suggestions and relevant observations on craft and theory. Prerequisite: CRW 502.   Cr 9.

CRW 601 Residency Course III
This course is considered to be the first half of the second year's program. See description of Workshop Residency I. Prerequisite: CRW 502 and completion of Semester Project II in the student's chosen genre.   Cr 3-6.

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

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

CRW 630 Creative Nonfiction Semester Project III
The focus of this course, which immediately follows

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

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

CRW 602 Residency Course IV
This course is considered to be the second half of the second year's program. See description of Workshop Residency I. Prerequisite: CRW 601 and completion of Semester Project III in the student's chosen genre.   Cr 3-6.

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

CRW 622 Fiction Semester Project IV
The focus of this course, which immediately follows the fourth residency, is on the completion of a negotiated study plan developed between the stu-

dent and the faculty member. Each student completes a book-length creative thesis, and prepares for the student reading and for the teaching of a seminar or panel presentation during the fifth and final graduation residency. Prerequisite: CRW 602.   Cr 9.

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

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

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

Master of Music in Composition

Master of Music in Conducting

Master of Music in Jazz Studies

Master of Music in Music Education

Master of Music in Performance

Director, School of Music: E. Scott Harris
Professors: Fithian, Kargul, Martin, Russell; *Associate Professors:* Boden, Chickering, Harris, Kaschub, Keef, Parchman; *Assistant Professors:* Christiansen, Lehmann, Oberholtzer, Owens, Sonenberg

The University of Southern Maine School of Music offers music degrees in composition, conducting, jazz studies, music education, and performance. The School of Music is a fully-accredited member of the National Association of Schools of Music. With more than 55 full-time, part-time, and artist faculty, its impact on the cultural life of New England can be found in all areas of musical activity, from the elementary teacher to the professional performer. One will find USM School of Music grad-

uates teaching on every level from pre-school to graduate school. Their expertise as teachers and/or performers is highly regarded and in great demand.

Admission

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

Every applicant for admission must submit:
- An application form.
- The application fee.
- Official transcripts of all previous college and university work.
- An essay of 300-500 words on your professional goals
- A professional résumé

In addition applicants to the School of Music graduate program must fulfill the following requirements prior to enrollment:
- A baccalaureate degree or its equivalent in music or music education
- An audition (by invitation only; see details below). Music education applicants submit additional materials in lieu of an audition.
- For studies in music education or conducting, one year or its equivalent of full-time teaching or conducting experience.

Applicants in *composition* must also submit:
- Scores of three representative works from three different performance media showing originality and technical competence.
- Recordings (CD, cassette, and/or VHS videotape) of three representative works (to correspond with scores above if possible).
- Complete list of works with first performances arranged chronologically.

Applicants in *conducting* must also submit:
- A videotape which contains at least 15 minutes of conducting, at least one-half of which should be of a performance.
- A representative repertoire of works performed.

Applicants in *jazz studies* must also submit:
- A representative repertoire of works performed.
- A recent recording that contains at least fifteen minutes of a live performance including a demonstration of your improvisational abilities.

Applicants in music education must also submit:
- A videotape that contains a 10-15 minute teaching sequence from a classroom or rehearsal setting.
- A written, critical analysis of the teaching episode on the videotape.
- An essay of 1,000 words on a current topic in music education.
- Evidence of a baccalaureate degree or its equivalent in music education.

Applicants in performance must also submit:
- A complete repertoire, specifying those works that have been performed.
- A recent recording of a live performance.
- *Voice only* Show evidence of completion of two semesters or equivalent of undergraduate Italian and two semesters or equivalent of either undergraduate French or German; show evidence of proficiency in Italian, French, and German diction.

Music Audition

Once the Office of Graduate Admissions application is complete, the School of Music Graduate Studies Committee will review the materials and make a recommendation to the School's coordinator of graduate studies. The coordinator of graduate studies will contact applicants selected for an audition. Applicants will take a sight singing exam at the time of the audition. Each degree program has specific audition requirements outlined below. Acceptance into an area of study is exclusive to that area, and a separate application and audition is required for each area. Due to the intensive and individualized nature of a graduate program in music, admission in specific areas will be limited.

The *composition* audition:
A test of keyboard skills, ear training, and score reading is required.

The *conducting* audition:

Required

Choral: prepare a musical score(s) of at least 10 minutes duration, know its musical structure and be able both to conduct it, and to sing any musical line.

Orchestral: prepare the first movement of a Beethoven symphony, know its structure, and be able to conduct it.

Wind: prepare the Ralph Vaughan Williams "Folk Song Suite," know its musical structure, and be able to conduct it and to sing any musical line

Optional

Choral: play at the piano the following: a five-minute piece of at least the level of difficulty of a Clementi sonatina; all major and minor scales, hands together, two octaves; a Bach chorale at sight; "My country 'tis of Thee" in all keys with an improvised accompaniment of I, IV, V chords; sing two art songs, one in Italian and one in English.

Instrumental: perform a five-minute piece on an instrument of the applicant's choice that demonstrates a level of competence equivalent to a BM on that instrument.

Preference will be given to conductors who have performance expertise.

The *jazz studies* audition:

Prepare a 15-minute performance of jazz repertoire that is diverse in style and that shows improvisational abilities.

The *performance* audition:

Organ: perform three major works: one of J. S. Bach and one each from the 19th and 20th centuries; sight read an organ composition at the level of a Rheinberger trio.

Percussion: Timpani: play either an étude from Solo Timpanist (Vic Firth) or March (Carter); Drum: play an étude from First 12 Études for Snare Drum (Deleceuse); Mallets: play a 4-mallet solo and 3 orchestral excerpts.

Piano: perform from memory a major work of J. S. Bach (such as a suite, toccata, or prelude and fugue from the Well Tempered Clavier); a complete sonata by either Haydn, Mozart, or Beethoven; a major work from the 19th or 20th century; sight read a piano composition at the level of a Haydn sonata.

Strings: perform the first movement (or equivalent) of a standard concerto (with cadenza); perform one movement from a 19th or 20th century sonata; perform two contrasting movements from an unaccompanied work by Bach. It is recommended that at least one of the three excerpts be memorized.

Harp and guitar performers may substitute an advanced étude of their choice for one of the above categories.

Winds: perform a complete concerto or sonata from the Classical era; perform one composition each from the 19th and 20th centuries; perform six standard orchestral excerpts.

Voice: perform a 20-minute memorized recital of repertoire from various stylistic periods, including selections in Italian, French, German, and English; play at the piano the following chord progression: I, IV, V, I in all keys up to three sharps and three flats; prepare and play a hymn or similar choral song accompaniment.

Information for Matriculated Students

Graduate Diagnostic Exams

All incoming School of Music graduate students must take diagnostic exams assessing basic competencies in music theory, eartraining, and music history and literature. In addition to the above exams, composers will be tested on orchestration. Exams must be completed prior to enrollment in MUS 520 Seminar in Music History and MUS 530 Seminar in Music Theory. Consult the School of Music for descriptions of the exams, sample exams, and the exam schedule.

Exit Requirements

All graduate students in music must take exit exams in music history and music theory. These exams will be graded pass/fail. Each exam may be taken no more than three times. Students unable to pass after three attempts must withdraw from the program. Other requirements are particular to specific programs; please consult the faculty in these programs for a list of requirements.

Special Requirements and Standards

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

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

Each program requires that students demonstrate mastery in their primary area of study. Master of music in music education students meet this requirement through the preparation of a professional portfolio. All other students meet this requirement through the presentation of one or more recitals. Consult the individual requirements below for more details.

The following conditions will apply to all recitals:

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

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

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

Residency A one-year residency is required for wind and orchestral conducting, jazz, and most performance programs. Composition requires a two-year residency. Music education has no residency requirement.

Programs of Study

Graduate Music Core Courses

All master of music students are required to take the following courses:

			Credits
MUS	520	Seminar in Music History	3
MUS	530	Seminar in Music Theory	3

All master of music students except those in music education are required to take the following course, and are advised to take it early in their course of study:

MUS	510	Bibliography and Research in Music	3

Composition

Requires a minimum of 30 credit hours

MUP	603	Applied Music (composition)	12
MUP	690	Recital	0
MUS	526	Composition (20th Century Survey)	3
		Graduate music core courses	9
		Electives—Any MUS, MUP or MUE 500- or 600-level courses.	6

A two-year residency is required.

In addition to the general exit exams in history and theory, students in composition will be tested in all aspects of orchestration.

Composition majors must present one 60-minute lecture/recital in which program notes and compositional process are shared with the audience as verbal introductions to each work. The recital comprises 40 minutes of original music for a variety of mixed media composed while in residency for the degree. The composer will participate as performer on at least one work on the recital. In addition to the recital, the composer is encouraged to seek performances for his/her work elsewhere; only in exceptional cases might any part of this recital be substituted for outside work.

Conducting—Choral

Requires a minimum of 31 credit hours

			Credits
MUP	603	Applied Music (choral conducting)	9
MUP	690	Recital	0

			Credits
MUS	501	Chorale (2 sem.) **or**	1
MUS	505	Chamber Singers (2 sem.)	1
MUS	533	Advanced Analysis of Tonal Music	3
MUS	535	Advanced Aural Skills	3
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	6

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

The culmination of applied study in choral conducting will be a recital or its equivalent of at least 40 minutes of music. The ensemble for the recital and the recital program must be approved by the major advisor.

Conducting—Orchestral

Requires a minimum of 31 credit hours			*Credits*
MUP	603	Applied Music (orchestral conducting)	9
MUP	690	Recital	0
MUS	500	Orchestra (2 sem.)	1
MUS	533	Advanced Analysis of Tonal Music	3
MUS	535	Advanced Aural Skills	3
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	6

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

The culmination of applied study in orchestral conducting will be a recital or its equivalent of at least 40 minutes of music. The ensemble for the recital and the recital program must be approved by the major advisor.

Conducting—Wind

Requires a minimum of 31 credit hours			*Credits*
MUP	603	Applied Music (wind conducting)	9
MUP	690	Recital	0
MUS	502	Concert Band (2 sem.) **or**	1
MUS	508	Wind Ensemble (2 sem.)	1
MUS	533	Advanced Analysis of Tonal Music	3
MUS	535	Advanced Aural Skills	3
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	6

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

The culmination of applied study in wind conducting will be a recital or its equivalent of at least 40 minutes of music. The ensemble for the recital and the recital program must be approved by the major advisor.

Jazz Studies

Requires a minimum of 30 credit hours			*Credits*
MUP	603	Applied Music (jazz studies)	9
MUP	690	Recital	0
MUS	506	Chamber Music (jazz)	1
MUS	507	Jazz Ensemble	1
MUS	682	Chamber Jazz Ensemble Evolution and Analysis	2
MUS	683	Large Jazz Ensemble Evolution and Analysis	2
		Graduate music core courses	9
		Electives—Any MUS, MUP or MUE 500- or 600-level courses.	6

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

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

In addition to the general exit examinations in music history and music theory, candidates will be tested on topics in jazz studies. Sample questions are available for review and study.

Music Education

Requires a minimum of 30 credit hours			*Credits*
MUE	611	Introduction to Research in Music Education	3
MUE	612	Philosophical Bases of Music Education	3
MUE	613	Psychology of Music Teaching and Learning	3
MUE	614	Curriculum Development and Assessment	3
MUE	615	The Professional Portfolio	0
MUE	695	Thesis (optional)	3
Graduate music core courses			6
Electives—Any MUS, MUP, or MUE 500- or 600-level courses			9

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

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

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

The portfolio will be comprised of three sections:

I. Oral Examination

The oral examination will be scheduled through the coordinator of graduate studies within the School of Music. The student will present the milestones and domain project portions of the portfolio to the examination committee as the capstone experience of the degree program.

II: Milestones

The milestones portion of the portfolio is designed to encourage students to reflect on all coursework completed as part of the masters program. Students are encouraged to review all coursework and identify three experiences that have been particularly meaningful in shaping a personal understanding of music or music education and in influencing future study and practice. Students should create a 1-2 page description of each milestone and be prepared to discuss the significance of the milestones with the oral examination committee.

III: Domain Projects

In this section students are encouraged to draw upon their experiences within the master of music program to create a set of question and essay projects that evidence knowledge from three different domains of study. Each domain project is organized as a 10-15-page answer to a question designed by the student in conjunction with their major advisor. Questions should be created and approved during the second summer of study for students following the three-summer master's plan.

Question 1 must cover some topic related to one or more of the four core music education courses. Question 2 must draw on MUE 595 coursework and relate to the

student's area of professional emphasis (i.e., general music, choral music, instrumental music, technology, composition, conducting, etc). Question 2 material must relate to at least one MUE 595 course and may relate to other coursework as well. Question 3 will address a topic that is of particular interest to the student and which demonstrates the student's ability to apply knowledge gained in the master of music program to good teaching practice. Each project should be thoroughly researched, organized, and presented in a professional manner.

Performance—Brass/Percussion

Requires a minimum of 30 credit hours

			Credits
MUP	603	Applied Music (brass/percussion performance)	12
MUP	690	Recital (2)	0
MUS	521	Literature of the Major Instrument	2
MUS	500/501/ 508	Orchestra/Chorale/Wind Ensemble	1
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	6

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

Performance—Organ

Requires a minimum of 30 credit hours

			Credits
MUP	603	Applied Music (organ performance)	12
MUP	690	Recital	0
MUS	506	Chamber Music and/or Accompanying	1
MUS	518	Organ Literature I*	2
MUS	519	Organ Literature II*	2
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	4

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

12 credits of applied music in organ (four semesters of 3 credits each) will be scheduled as private lessons. Students are required to take jury examinations in each semester of enrollment in organ until the recital is successfully completed. A one-year residency is required.

Students must present two complete recitals. One must be a lecture-recital, with a 30-minute lecture and 30 minutes of solo repertoire. The other must include 60 minutes of solo repertoire. Recital programs must be approved by the private instructor and/or the program advisor.

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

Performance—Piano

Requires a minimum of 30 credit hours

			Credits
MUP	603	Applied Music (piano performance)	12
MUP	690	Recital	0
MUS	506	Chamber Music and/or Accompanying	2
MUS	524	Piano Literature I*	2
MUS	525	Piano Literature II*	2
		Graduate music core courses	9
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	3

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

12 credits of applied music in piano (four semesters of 3 credits each) will be scheduled as private lessons and will be supplemented with studio class participa-

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

Students must present one full-length solo recital from memory. The program, which must be approved by the program advisor, must include a minimum of 60 minutes of solo repertoire.

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

Performance—Strings

Requires a minimum of 30 credit hours			*Credits*
MUP	500	Orchestra	1
MUP	603	Applied Music (strings performance)	12
MUP	690	Recital	0
MUS	521	Literature of the Major Instrument	2
Graduate music core courses			9
Electives—Any MUS, MUP or MUE 500- or 600-level courses			6

Performance majors in the area of strings must present two full-length recitals for completion of their degree program. Each recital must include at least 60 minutes of music, one portion of which may include a collaborative ensemble, and must show a range and variety of historical styles (at least one piece must be from the 20th century). At least one major work on the program must be memorized. This is a graded recital in which a grade of B or better must be earned for credit.

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

Performance—Voice

Requires a minimum of 32 credit hours			
MUP	603	Applied Music (voice performance)	12
MUP	690	Recital	0
MUS	522	Music Literature: Voice I	2
MUS	523	Music Literature: Voice II	2
MUS	535	Advanced Aural Skills	3
MUS	501	Chorale	1
		or	
MUS	505	Chamber Singers	1
Graduate music core courses			9
Electives—Any MUS, MUP, or MUE 500- or 600-level courses			3

Twelve credits of applied music in voice (four semesters of 3 credits each) will be scheduled as private lessons and will be supplemented with Studio Class participation.

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

During the final semester of graduate study, the student will be required to present one complete recital from memory (minimum requirements: 60 minutes of music with no more than 12 minutes of ensemble performance) demonstrating evidence of interpretive skill and vocal technique in English, French, German and Italian repertory.

In addition to the general exit examinations in history and theory, students must pass Italian, French or German diction at the graduate level; pass a written comprehensive exam in vocal literature; an examination in sight singing ability; be able to sight read a simple choral accompaniment to a song; and accompany a singer with songs from a prepared list.

Minimum proficiencies
- Completion of 2 semesters of undergraduate Italian and 2 semesters of undergraduate French of German
- Diction pronunciation proficiency exam in French, Italian and German
- Ability to play at the piano: I, IV, V, I chord progression in keys up to 3 sharps and flats
- Ability to sight read a hymn or similar choral song accompaniment

Performance—Woodwinds

Requires a minimum of 30 credit hours

MUP	603	Applied Music (woodwinds performance)	12 cr.
MUP	690	Recital (2)	0 cr.
MUS	521	Literature of the Major Instrument	2 cr.
MUS	500/501/		
	508	Orchestra/Chorale/Wind Ensemble	1 cr.
		Graduate music core courses	9 cr.
		Electives—Any MUS, MUP, or MUE 500- or 600-level courses	6 cr.

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

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

Certificate of Graduate Study

Composing Together is a 9-credit certificate of graduate study in teaching music composition. The certificate requires the completion of three courses and may stand alone or may constitute a sub-concentration with the M.M. in music education. The courses within the certificate program, Composing Together: Level I (MUE 621), II (MUE 622), and III (MUE 623), will develop the teacher as a composer and as a facilitator of children's composition in K-12 music classrooms, private and group lessons, computer laboratories, and rehearsal settings. Teachers will learn to design, implement, and assess composition units that they will be able to teach within their own school systems. *See course descriptions below.*

Admission

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

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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 0.

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

MUE 622 Composing Together: Level II

For those who have taken Level I (or want to repeat Level II and desire reinforcement in the principles of teaching the intermediate-level composer). Participants will learn how to design and implement composition activities for students who already have some compositional skills and who are participating in music in general classroom, laboratory, and rehearsal settings. The Level II course assumes prior experience in teaching music composition to students at the beginner level. This course will prepare teachers to introduce compositional techniques appropriate for students at the intermediate level. Participants will learn how to guide intermediate composers in the study of master composers through active analytical listening.   Cr 3.

MUE 623 Composing Together: Level III

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

MUS 510 Bibliography and Research in Music

A study of music reference and research tools, use of library resources and networks, and bibliographic style and technique.   Cr 3.

MUS 516 Organ Improvisation I

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

MUS 517 Organ Improvisation II

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

MUS 518 Music Literature: Organ I

A survey of organ literature up to 1800. For organ majors only, others with permission of the School.   Cr 2.

MUS 519 Music Literature: Organ II

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

MUS 520 Seminar in Music History

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

MUS 521 Literature of the Major Instrument

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

MUS 522 Music Literature: Voice I

Advanced indepth 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 indepth study of vocal literature to be determined by the teacher in a contrasting area of study from Music Literature I. For voice majors only or with permission of the instructor.   Cr 2.

MUS 524 Music Literature: Piano I

A survey of keyboard literature up to 1830. For piano majors only, others with permission of the School.   Cr 2.

MUS 525 Music Literature: Piano II

A survey of keyboard literature from 1830 to the present. For piano majors only, others with permission of the School.   Cr 2.

MUS 526 Composition (20th Century Survey)

This survey will cover the major trends, movements, styles, and philosophies that influenced the creation of contemporary concert music in the last century with an overview of current fashion. Cr 3.

MUS 530 Seminar in Music Theory

Advanced study of one or more topics in music theory, including both a reading and an analytical component, and the pedagogy of music. A substantial final project is required.   Cr 3.

MUS 532 Counterpoint

Analysis and writing of tonal counterpoint. Emphasis is given to the study of canon, invention, fugue, chorale prelude, and continuous variations, using 18th-century works as models for composition.   Cr 3.

MUS 533 Advanced Analysis of Tonal Music

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

MUS 535 Advanced Aural Skills

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

MUS 537 Jazz Composition/Arranging

Detailed study and analysis of music for small and

large jazz ensembles including composing and arranging for a variety of instrumental combinations. Cr 3.

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

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

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

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

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

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

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

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

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

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

MUS 570 Topics in Contemporary Music Technology
Intensive study of one or more areas of music tech-

nology in the context of producing music compositions, creating pedagogical multimedia applications, performing music with interactive applications, or recording and editing digital audio/video. A substantial final project is required. Cr 3.

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

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

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

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

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

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

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

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

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

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

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

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

MUS 694 Internship
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 3.

Ensembles

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

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

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

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

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

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

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

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

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

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

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

MUS 552 Accompanying
A workshop course in applied accompanying, either under faculty supervision or by applied faculty approval. A half credit is awarded for each 20 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, Secondary Area
Private instruction in a secondary area of study. May be repeated for credit. Fee assessed. Cr 2-3.

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

Master of Social Work

Director: Sondra Doe; *M.S.W. Coordinator:* David Wagner; *Field Work Coordinator:* Leslie Richfield; Field Work Associate: Pamela Murton
Professors: Faherty, Wagner; *Associate Professors:* Doe, Fineran, Healy, Johnson, Lazar, Rich; *Assistant Professors:* Andonian, Kohli, Moyo; *Lecturer:* Belicose, Ostis

Mission Statement

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 centrality of community in enhancing the well-being of diverse individuals, families, groups, organizations, and communities.

Program Description and Requirements

The M.S.W. program is accredited by the Council on Social Work Education (CSWE).

The School of Social Work graduate program description and requirements contained in this online catalog are supplemented by two additional documents (i.e., the M.S.W. Handbook and the M.S.W. Field Work Manual) that can also be accessed online at www.usm.maine.edu/swo/manuals.htm and www.usm.maine.edu/swo/handbooks.htm. The Field Work Manual is also available for purchase at the campus bookstore. It is important to recognize that students will be held to the policies and standards in this catalog, the M.S.W. Handbook, and the Field Work Manual.

The first-year curriculum provides a broad-based introduction to the social work profession. Students take 31 credits of study. During the first semester, students complete the Multicultural Social Work course that provides a framework for integrating and centering the issue of diversity within the profession of social work. Courses taken during the foundation year are:

SWO	501	Multicultural Social Work
SWO	502	Critical Thinking about Human Behavior I
SWO	503	Generalist Social Work Practice I
SWO	504	Social Welfare Policy I
SWO	505	Social Work Research I
SWO	552	Critical Thinking about Human Behavior II
SWO	553	Generalist Social Work Practice II
SWO	554	Field Work and Field Seminar I
SWO	555	Field Work and Field Seminar II

One Elective Course

During the second-year (i.e. concentration year), students deepen their competency for multi-level professional practice within the advanced generalist community social work curriculum. Increased emphasis is placed on the development of creativity, critical thinking, valuing diversity, social and economic justice, and leadership. Students are prepared to work with individuals and families as well as organizations and communities. During the concentration year, students complete 33 additional credits including two additional semesters of field work and three electives. In consultation with their advisor, students can select graduate electives in the School of Social Work and/or other University programs. No more than six graduate credits can be taken outside the School and elective courses should support the concentration in advanced generalist community practice and the individual student's career goals. Concentration year courses are:

SWO	603	Social Work Practice III: Organizations and Communities
SWO	604	Social Welfare Policy II
SWO	605	Social Work Research II: Social Data Analysis
SWO	651	Social Work Practice IV: Individuals and Families
SWO	652	Social Work Research III: The Research Project
		(or SWO 695 Thesis Option)
SWO	654	Field Work and Field Seminar III
SWO	655	Field Work and Field Seminar IV

Three Elective Courses

Time Requirements

The graduation requirement for the M.S.W. degree is 64 credits, which can be taken in a two-year sequence or a four-year sequence. Students will be admitted as a cohort group either to the two-year or four-year sequence. In rare extenuating circumstances, an extension of the time requirement for completing the MSW program may be granted (see the MSW Student Handbook). The foundation year(s) field placement includes 500 hours and the concentration year(s) placement 600 hours.

The advanced standing program is 33 credits which is the concentration year of the M.S.W. program. Advanced standing students will be admitted either to the one-year or the two-year sequence. The field placement requirement for the advanced standing program is 600 hours.

Once enrolled in the program, a change in sequence requires approval of the M.S.W. coordinator. It should be noted that the two-year sequence and the one-year sequence in the advanced standing program are highly demanding and work other than part-time is discouraged.

Field Work

Field education is the heart of the M.S.W. program. Professional social work education provides the necessary opportunity for students to apply and integrate classroom learning with social work practice in the community. A range of challenging field work placements exists in innovative and well-established social service agencies throughout Maine. Any decision about the suitability of a proposed placement rests with the School of Social Work.

The field work component of the M.S.W. policies and procedures are detailed in the Field Work Manual that is available through the School of Social Work Web site or may be purchased at the campus bookstore. All M.S.W. students are responsible for following the policies outlined in the manual.

Application and Admission

All materials must be submitted to the Office of Graduate Admissions by February 1 for admission to the program in September. Because it takes several weeks for the scores on the GRE or MAT to be received, it is important that students plan accordingly.

The graduate program in social work seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful completion of the M.S.W. program. Only candidates who have earned a bachelor's degree are admitted to the M.S.W. program. The M.S.W. Admissions Committee's review of applications for admission will be based on a composite of the following standards:

1. Completion of a bachelor's degree with a GPA of 3.0 or above in undergraduate study and a student's major;
2. GPA of 3.0 or above in any previous graduate work in social work;
3. Personal statement of 4-6 pages following the outline provided by the School of Social Work and available through the Graduate Admissions Office;
4. Three recent letters of reference reflecting on both academic achievement and paid or volunteer work experience relating to social services;
5. Official scores from the GRE or Miller Analogy Test; and
6. For advanced standing students, applicants must submit their previous final field evaluation received from a B.S.W. program accredited by the Council on Social Work Education. For students currently enrolled in accredited B.S.W. programs, mid-year evaluations must be submitted with the applications. Acceptance into the M.S.W. program will be conditional upon the receipt of the final field work evaluation.

In addition, the M.S.W. Admissions Committee will review each applicant's undergraduate coursework to determine whether any one or more of the areas specified below are under-represented:

1. At least 24 credit hours in liberal arts such as literature, math, history, philosophy, performing arts, and humanities,
2. At least 9 of the 24 credits must be in the social sciences, and
3. A statistics course.

Students who lack in the above liberal arts courses can be accepted into the program conditionally for one year, after which, the completion of a B- or better grades in all liberal arts courses will be evaluated for removal of the conditional status.

Advanced Standing

Applicants with a B.S.W. degree from a social work program accredited by the Council on Social Work Education may apply for advanced standing within 6 years of completing a B.S.W. degree. For example, a student graduating with a B.S.W. in May 2007 must be accepted into and begin the M.S.W. advanced standing program at USM no later than September 2014. Once in the program, advanced standing students are expected to follow the grade policy as delineated in the Grade Policy: Course Grades and GPA section below.

Advanced standing students must complete a 4-credit intensive summer "bridge" course (i.e. SWO 591) before they begin the program. Advanced standing status is based on the condition that students receive a grade of B or above in the summer bridge course. Any student who has not attained a grade of B or above in this course will be given the option to enter the regular two-year program.

Admission Appeals

Applicants may appeal an admission decision by submitting a written appeal to the M.S.W. coordinator within 10 business days.

Graduate Assistantships and Scholarships

A limited number of graduate assistantships are available to M.S.W. students. Graduate Assistants must carry a minimum of 6 credits of course work per semester. Duties may involve research and other projects for assisting faculty. Information on various types of scholarships and financial aid is available online at the School of Social Work Web site.

Transfer Students

Matriculated students who have earned graduate credits in a Council on Social Work Education accredited M.S.W. program may transfer up to 30 credits. To transfer credits, students must enroll in the graduate program at USM within 7 years of initially earning credits from another M.S.W program. In order to transfer credits, the student must have received a grade of B or above.

Program Policies

The following academic policies supplement and clarify academic policies detailed in the beginning of this catalog.

Advisement

Each student will be assigned a faculty advisor upon admission to the program. Students are encouraged to maintain regular contact with their faculty advisors throughout their course of study. Additionally, students are required to meet with their advisors each semester before registering courses for a new semester. The advisement session includes discussion of career goals, progress in the program, elective course selection, and change of student status.

Grade Policy: Course Grades and GPA

All students must achieve a minimum of a B- grade for all prerequisites and all graduate courses. If students earn a grade lower than a B-, they may retake the course one more time to earn a passing grade. Students who earn a grade lower than a B- in more than one course may not progress in their studies without permission of the director of the School of Social Work. Students are required to earn a grade of B or above in social work practice and field work courses. If satisfactory completion of social work practice and field work courses is not achieved, an academic review process will be initiated according to the M.S.W. Student Handbook. Advanced standing students who receive a B- or lower grade in a social work practice course will be withdrawn from field placement and advanced standing status. The student may be permitted to continue in the program as a regular two-year student. A grade of F in a field work course will result in withdrawal from the University (see USM Withdrawal Policy).

If the cumulative GPA falls below a 3.0 (i.e. B average) in any semester, the student will be placed on probation. The student on probation will have the following semester to raise the GPA. A student on academic probation may not begin a field placement. If, after one semester the student's GPA has not improved to a 3.0, the student will be withdrawn from the program. A minimum GPA of 3.0 is required for

graduation. Students may count only 3 credits of C in an elective course toward graduation. A cumulative GPA below 2.0 will result in withdrawal from the University (see USM withdrawal policy). Additionally, any advanced standing student whose GPA drops below 3.0 will not be able to register for field work until they raise their GPA to 3.0 or above. Students who receive a grade lower than B- or whose GPA drops below a 3.0 must contact their advisor or the School's director (if advisor is unavailable) within one week of receiving their grades.

Grade Policy: Incompletes

An incomplete grade must be changed to a full grade prior to progression to the next sequential course, unless an arrangement involving the student and the faculty has been agreed upon in writing. Students who do not complete the required work by the designated time will be ineligible for field practicum placement in September.

Academic Grade Appeal Policy

Refer to USM Grade Appeal Policy.

Leave of Absence and Deferment

Graduate students in the School of Social Work must be continuously enrolled in the M.S.W. program, with at least 6 credits every semester. Students who have completed all coursework and have opted to complete a thesis are required to register for GRS 601, a non-credit course that carries a fee and entitles the student to continued access to USM computers, library, and recreational facilities. In extenuating circumstances, a student may petition for a waiver of the continuous enrollment policy; the petition must obtain the approval of the student's advisor and M.S.W. Coordinator. A waiver notification will then be sent to the Office of Graduate Admissions. Students who have been accepted into the program may apply to the M.S.W. Coordinator to defer the admission for one year and one year only. A deferment notification will be sent to the Office of Graduate Admissions. In order to maintain student status, all students must be enrolled in at least 6 credits toward the degree program, be enrolled in GRS 601, or on a formal approved leave of absence in each semester.

Non-Matriculated Status

Students may take up to 9 credits at USM on a non-matriculated basis. Non-matriculated students must register for SWO 501 as their first course. Other courses non-matriculated students can select from are SWO 502, SWO 504 I, SWO 505, SWO 552, or an elective course with permission of the instructor.

It is especially important to note that non-matriculated students who are accepted into the M.S.W. program at a later date can receive credits for a total of 9 credits from USM and/or graduate schools including the School of Social Work. The School of Social Work also reserves the right to approve all courses taken outside of the USM School of Social Work to be counted toward the M.S.W. degree.

Program Scheduling

While the School of Social Work will make every effort to maintain consistency in its course offerings, it is important to note that the scheduling of courses are subject to change at any time without advance notice.

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. Corequisite or prerequisite: SWO 501. Cr 3.

SWO 504 Social Welfare Policy I

This introductory policy course provides an overview of the history of social welfare as well as an introduction to current social policy issues and dilemmas. Emphasis is placed on historical continuities in analyzing the American system of social welfare provision and lack of provision. Corequisite or prerequisite: SWO 501. Cr 3.

SWO 505 Social Work Research I

This course introduces a body of knowledge, skills, and attitudinal perspectives designed to produce a high level of competence in the use of social scientific methods of knowledge building. Structured, analytical processes of inquiry are introduced, as well as a rigorous adherence to social work values and ethics. Both qualitative and quantitative methods of inquiry are discussed. Prerequisite: SWO 501. Open to non-matriculated graduate students. Cr 3.

SWO 552 Critical Thinking about Human Behavior II

The course is designed to locate the interplay of biological, psychological, and sociological influences on human behavior within the broader context of culture. Cultural diversity and oppression are seen as central to understanding human behavior and evaluating human behavior theories. The course explores a range of psychological theories such as psychodynamic, narrative, cognitive, and behavioral to understand the person within the complexity of his/her life circumstances. Prerequisites: SWO 501, SWO 502. Cr 3.

SWO 553 Generalist Social Work Practice II

The knowledge, values, and skills for community social work are integrated throughout this course. Ecosystems and social construction theories provide the overarching framework. Within this context, methods for intervening with individuals, families, groups, organizations, and communities are introduced. Prerequisite: SWO 503, Cr 3.

SWO 554 Field Work and Field Seminar I

A graduate internship in an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite or prerequisite: SWO 503. Cr 3.5.

SWO 555 Field Work and Field Seminar II

A continuation of SWO 554. Spring semester. Corequisite or prerequisite: SWO 553. Cr 3.5.

SWO 561 Sexual Diversity and Gender Identity in Social Work Practice

This course examines the sensitivity and skills needed to achieve constructive interaction between the social work professional and persons who are lesbian, gay, bisexual, transgender, or questioning their sexual identity. This course will explore the many controversial theoretical and practice issues related to sexual orientation, gender identity, and human sexuality. This course is an elective in both the undergraduate and graduate social work programs. Cr 3.

SWO 563 Social Work with Groups

This course incorporates knowledge building regarding the conceptual base and practice skills of social group work. There is a focus on the uses of groups to bring about change in the individuals, change in the social environment, or change in the larger social system. The range of group models from treatment/growth oriented to task/action oriented groups are addressed. Prerequisite: SWO 553. Cr 3.

SWO 575 Gender and Aging

A theoretical and practical course that informs students about aging issues affecting women and men differentially. Students will analyze the manifestations of aging and apply concepts drawn from the behavioral and social sciences. Service learning experience may be available. This course is an elective in both the undergraduate and graduate social work programs. Cr 3.

SWO 585 Sexual Abuse of Children and Adolescents

This course introduces the specialized knowledge and skills needed for social work practice relative to child sexual abuse, with a strong focus on understanding the dynamics when sexual abuse occurs in trusted relationships within families, organizations, and institutions. The course provides students the opportunity to integrate current research and theories around etiology, impact, and treatment within issues of resiliency, family strength, social support systems, diversity, value dilemmas, and social justice. This course stresses the need to base a practice approach on the holistic strengths-risks-based assessment of the child and the family and highlights the collaborative roles various providers play at all levels of the response systems including investigation, validation, intervention, and prevention. Cr 3

SWO 590 Mind/Body/Spirit Connections in Social Work Practice

Examines mind/body/spirit connections in social work practice with regard to stress and its management (meditation, breath-control, other relaxation techniques), stress-related illnesses and personalities; complementary therapies (mainstream and culturally specific); and spirituality. This course is an elective in both the undergraduate and graduate social work programs. Cr 3.

SWO 591 Introductory Framework for Advanced Generalist Community Social Work

This course is designed for advanced standing students with a B.S.W. degree from a CSWE accredited program. This course is intended to solidify and strengthen students' knowledge, values, and skills obtained in B.S.W. training and serves as a summer bridge course that helps advanced standing students transition into the concentration year courses. Cr 4.

SWO 596/696 Topics in Diversity

A variety of elective courses under this title are offered to facilitate students' development of com-

petency in working with different population groups such as those oppressed by race and ethnicity, language, nationality, social class, gender, sexual orientation, mental and physical ability, spiritual and religious affiliation, and other factors. Prerequisite: SWO 501 or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 597 Independent Study

This is an individualized course of study, during the foundation year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.

SWO 598/698 Topics in Community Social Work Practice

A variety of elective courses under this title are offered to cover a wide spectrum of micro and macro practice issues. These courses facilitate students' exploration of new practice areas or enhancement of advanced practice skills. Prerequisite: SWO 503or equivalent as determined by the instructor. Additional prerequisite may be required for some elective courses. Cr 3.

SWO 603 Social Work Practice III: Organizations and Communities

This course builds on the concepts presented in Practice I and II. This course further develops students' generalist 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 communities and organizations. Prerequisites: SWO 553, SWO 555. Cr 3.

SWO 604 Social Welfare Policy II

This course provides a theoretical and critical model of analyzing policy processes. It contains an overview of policy analysis with particular emphasis on social conflict theory and social constructionist theories of policy formation. Prerequisite: SWO 504, SWO 554, SWO 555. Cr 3.

SWO 605 Social Work Research II: Social Data Analysis

This course provides an interactive learning environment in which students learn to analyze quantitative and qualitative existing social data. The goal of this course is to increase the analytical competencies of students in the planning, and eventual execution, of a community-based research project. Prerequisite: SWO 505. Cr 3.

SWO 651 Social Work Practice IV: Individuals and Families

This course contextualizes the facilitation of change with individuals and families within organizations and communities. Approaches to social work practice are taught within an ecosystems, strengths-based framework that reflects a commitment to the values of social and economic justice, cultural diversity, and individual and collective self-determination. Corequisite or prerequisite: SWO 603. Prerequisite: SWO 555. Cr 3.

SWO 652 Social Work Research III: The Research Project

This course involves the utilization of the research knowledge and skills learned in SWO 505 Social Work Research I and SWO 605 Social Work Research II, and their application to selected social problems or issues of relevance to the needs of special populations or to the social work profession. Prerequisite: SWO 605. Cr 3.

SWO 654 Field Work and Field Seminar III

A graduate internship during the concentration year at an approved community agency, designed to relate social work theory to practice under professional supervision. Fall semester. Corequisite or prerequisite: SWO 603. Cr 4.5.

SWO 655 Field Work and Field Seminar IV

A continuation of SWO 654. Spring semester. Corequisite or prerequisite: SWO 651. Prerequisite: SWO 654. Cr 4.5.

SWO 660 Advanced Biopsychosocial Assessment

This course is designed to facilitate the acquisition of practice skills specific to in-depth biopsychosocial assessment. Assessment is viewed as the process of understanding a person in order to formulate a practice approach rather than a fixed descriptive category. This course relies heavily upon theories presented in SWO 502 and SWO 552. Consideration of persons within a cultural context is emphasized throughout. Cr 3.

SWO 695 Thesis Option

In lieu of SWO 652, students may apply to the Research Sequence Curriculum Committee for permission to take the Thesis Option. This option provides structure and assistance to students wishing to complete a formal thesis rather than a research project. Upon completion, the student will present a verbal summary of the thesis at a formal thesis defense meeting. This option may be especially attractive for those students contemplating advanced doctoral-level education in social work or in other social sciences. Cr 6.

SWO 697 Independent Study

This is an individualized course of study, during the concentration year, on some aspect of social work or social welfare to be selected as a result of consultation between a student and a faculty member. Cr 1-3.

Master of Science in Statistics

Director: Cheng Peng
Professors: El-Taha, Guay, Gupta; *Associate Professors:* Allman, Valdés; *Assistant Professor:* Aboueissa, McCormick, Peng; *Adjunct Professor:* Thompson

The graduate program in statistics is designed to provide the student with a broad knowledge of the concepts and practice of statistics and related fields. Students are prepared to assume positions of responsibility and expertise. Graduates may find employment involving diverse statistics-related activities in business, industry, government regulatory agencies, insurance companies, biotechnology firms, and marketing research firms. Graduates possess a good foundation to pursue further advanced studies in statistical sciences and allied disciplines.

Program Description

The graduate program is offered in a flexible 4+1 format where currently enrolled undergraduate students in mathematics and other disciplines at USM may earn both an undergraduate degree and the M.S. degree in statistics in five years. Candidates planning to earn both the undergraduate and the graduate degrees in five years are advised to take MAT 281 Probability and MAT 282 Statistical Inference in the sophomore year, take upper-level undergraduate courses in relevant concentrations in the junior year, and take graduate-level courses in the senior year. The student will receive graduate standing after satisfactory completion of all requirements for the undergraduate degree. Candidates holding baccalaureate degrees from accredited institutions may join the program directly at the master's level. The student may earn up to two credits by way of internship with local industry. The program will provide guidance in locating internship opportunities.

Program Concentrations

The graduate program is truly interdisciplinary, providing the student with the opportunity to tailor programs specifically to individual interests. Students may customize their program of study. A list of possible concentrations and relevant courses is given below:

1. Applied Statistics
   Relevant courses: STA 574 and any course from STA 580 though STA 589, OPR 562, OPR 563, and OPR 564.

2. Operations Research
   Relevant courses: OPR 561, OPR 562, OPR 563, OPR 564, MAT 571, and COS 562. (COS 562 is offered by the Computer Science Department)

3. Applied Mathematics
   Relevant courses: MAT 570, MAT 571, MAT 572, OPR 561, OPR 562, and OPR 564.

4. Biostatistics
   Relevant courses: STA 574, STA 585, STA 588, STA 589, AMS 535, AMS 638, and AMS 677 (AMS courses are offered by the Department of Applied Medical Sciences).

Admission Requirements

Applications from students with undergraduate degrees in business, computer science, education, mathematics, statistics, engineering, or one of the behavioral or social sciences are encouraged. It is required that the applicant have completed the following USM courses: MAT 153 Calculus B, MAT 281 Probability, and MAT 282 Statistics or their equivalents. Conditional admission status may be granted to students who do not fully meet these requirements, but have a good working knowledge of statistical methods. Upon successful completion of preparatory coursework, the student will be granted regular admission status.

Currently enrolled students at USM may apply for admission anytime after attaining junior standing by writing to the director of the graduate program. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 2.75 or better, and two letters of recommendation.

A student already holding a baccalaureate degree from an accredited institution may apply directly to the Office of Graduate Admissions. Additional requirements include copies of all transcripts, current vitae, a personal statement, a GPA of 3.0 or better, GRE scores, and three letters of recommendation. Applicants whose first language is not English are required to submit TOEFL scores.

Application Deadlines

The program has a rolling admission policy. However, deadlines for candidates seeking financial support are March 15 for the fall semester and October 15 for the spring semester. Students applying to the graduate program by January 15 are eligible to apply for a tuition waiver for the next academic year.

Degree Requirements

The requirements for the M.S. degree in statistics consist of a minimum of 30 credit hours. At least 18 credit hours must be graduate courses offered by the graduate program, excluding graduate internship credits, independent study credits, or thesis/project credits. STA 574 Statistical Computing and STA 580 Statistical Inference are required courses for all degree candidates. A student meeting the above requirements has the flexibility of taking additional courses subject to the following policies:

1. At most six of the required credits may be earned by taking pre-approved relevant upper level undergraduate courses.
2. For students within the 4+1 format, at most two pre-approved relevant graduate courses may be used for both the undergraduate and graduate degrees. At least 18 credit hours should be taken by students after full matriculation.
3. All courses applied toward the graduate degree must be completed within six years of enrollment in the graduate program with a cumulative GPA of 3.0 or better. Otherwise, additional coursework must be taken to fulfill program requirements.
4. Our program policies allow a student to earn up to two credit hours as an intern, and up to three graduate independent-study credits under the supervision of a faculty member associated with our graduate program. With the approval of the graduate committee, a student may transfer a maximum of six credit hours for graduate work completed at other institutions or in other graduate programs at USM, including those listed in concentrations.
5. Students (STA/OPR/MAT) can earn up to 6 credits through doing a master's thesis/project.
6. A student must register for at least one course every semester to maintain continuous enrollment. Students who do not maintain continuous enrollment will be dropped from the program and will have to reapply for admission to continue. Students who anticipate being unable to take classes may apply in writing for a fixed-term leave of absence.
7. A student whose grade point average (GPA) falls below 3.0 will be placed on academic probation. In this case a student will be allowed 12 semester hours to raise their GPA to, or above, the 3.0 minimum by taking only graduate-level courses. Students unsuccessful in raising their GPA during a probationary period may be dismissed from the program.
8. If a student chooses to do a master's thesis/project, he/she must select one of the following:
   Option I: Master's Thesis. The student must write a Master's Thesis (STA/OPR/MAT 590).
   Option II: Master's Project. The student must complete a Master's Project (STA/OPR/MAT 590).
   Once an option has been selected, the student with his/her advisor must submit a proposal to the Graduate Committee for approval. The thesis/project must be approved by the Graduate Committee in advance.

Master's Thesis Project Procedure

Once the thesis/project topic has been approved by the Graduate Committee, the student must select a Thesis/Project Committee in consultation with his/her advisor. The Thesis/Project Committee will consist of at least three members, including the advisor. At most, one member of the Thesis/Project Committee may be from outside the Department of Mathematics and Statistics. The Graduate Committee will approve the Thesis/Project Committee.

Although the thesis/project work will be done under the direct supervision of the advisor, the student is expected to keep all committee members apprised of its progress. Once the thesis/project is completed, the student will produce a document describing his/her work. This document must adhere to the format specified by the Graduate Committee. Each Thesis/Project Committee member must be supplied with a copy of this document for review and approval at least two weeks before the intended date of defense.

The defense of the thesis/project should occur no less than 60 days after the approval of the Thesis/Project Committee and will consist of an oral presentation of its content to the University community. The Master's Thesis/Project requirement will be considered fulfilled when the thesis/project has been defended and the final document has been approved by all members of the Thesis/Project Committee.

The entire procedure for the fulfillment of the Master's Project requirement is the same as in the Master's Thesis, except that the project may be in the form of an expository paper in an area of mathematics/statistics/operations research, or it may be a solution of a practical problem in one of these areas, possibly related to the student's employment.

Financial Aid

A limited number of teaching assistantships and tuition waivers is available to students receiving regular graduate admission. Requests for an assistantship and/or a tuition waiver should accompany the application.

Graduate Certificate in Statistics

The Department also offers a graduate certificate in statistics for those candidates who are interested in attaining a working knowledge of statistical methodologies. Interested candidates should apply to the Graduate Admissions Office (*see page 9*) and submit current vitae, copies of all undergraduate/graduate transcripts, and at least one letter of recommendation. Applicants must hold a baccalaureate degree from an accredited institution with a cumulative GPA of at least 2.75, and must have completed MAT 153, MAT 281, MAT 282 or their equivalents. To earn the graduate certificate, a candidate must earn a minimum of 15 credits in statistics, at least 12 of which are at the graduate level. A cumulative GPA of 3.0 or better is required in these courses, and they must be completed within six years of enrollment (which is defined as the date when the application for admission to the graduate certificate is accepted by the Graduate Committee). Courses taken for the certificate may also be used toward the master's degree in statistics, as long as they are completed within six years of enrollment in the graduate program (Master of Science in Statistics).

Note: Academic matters not addressed by the *Program Description* should be referred to the Graduate Committee in writing (official letter) for prompt resolution.

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MAT 501 Teaching Seminar

A seminar intended to expose students to the teaching of introductory college mathematics courses. Students will be expected to participate in discussions concerning issues of pedagogy and classroom management. Some classes will be student-led. Credit earned for this course will not count toward the master's degree.   Cr 1.

OPR/MAT 561 Deterministic Models in Operations Research

Formulation and analysis of deterministic models in operations research, linear programming, integer programming, project management, network flows, dynamic programming, non-linear programming, game theory, and group projects on practical problems from business and industry. Prerequisite: MAT 152 or MAT 295 or permission of instructor.   Cr 3.

OPR/STA 562 Stochastic Modeling in Operations Research

Formulation and analysis of stochastic models in operations research, Markov chains, birth-death models, Markov decision models, reliability models, inventory models, applications to real world problems, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor.   Cr 3.

OPR/STA/MAT 563 System Modeling and Simulation

Basic simulation methodology, general principles of model building, model validation and verification, random number generation, input and output analysis, simulation languages, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and group projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor.   Cr 3.

OPR/STA 564 Queuing Networks

Queuing and stochastic service systems, birth-death processes, Markovian queues, open and closed

Jackson networks, priority queues, imbedded Markov chain models, optimal control and design, stochastic scheduling, applications to computer and communication networks, manufacturing, business, and engineering will be considered, and projects on practical problems from business and industry. Prerequisite: MAT 281 or MAT 380 or permission of instructor.   Cr 3.

MAT 570 Theory of Matrices
The course will begin with a brief review of vector spaces and matrices and some related concepts such as determinants, rank, nonsingularity, change of bases, and applications. It will also cover elementary cannonical forms, Hermitian and symmetric matrices, and norms for vectors and matrices. Prerequisite: MAT 295.   Cr 3.

MAT/OPR 571 Graph Theory
This course considers various properties of graphs and diagraphs and includes applications to optimization questions and networks. Prerequisite: MAT 290 or permission of instructor.   Cr 3.

MAT 572 Numerical Analysis
The course examines numerical solutions of linear systems, eigenvalue location, roots for systems of equations, polynomial interpolation, numerical integration, and numerical solution of differential equations. Prerequisites: MAT 152, MAT 153, and MAT 295.   Cr 3.

STA 574 Statistical Computing
The course will introduce two commonly used statistical packages, SAS and MINITAB, with an emphasis on SAS programming and data management. Prerequisite: MAT 212 or MAT 282 or permission of instructor.   Cr 3.

STA/OPR/MAT 575 Graduate Internship
The course is ideal for students who have had no work experience with statistical data analysis or mathematical modeling. Such students can try to locate paid or unpaid internship opportunities that might be available on-campus or off-campus. The students will submit to the graduate committee a formal written report on the internship experience. Prerequisite: graduate standing.   Cr var.

STA 580 Statistical Inference
Sampling distributions such as Chi-square, t and F, order statistics, parametric point estimation covering methods of moments, maximum likelihood, and Bayesian techniques, concept of sufficiency and completeness, parametric interval estimation covering pivotal quantity method, parametric hypothesis testing covering GLR and UMP tests, and analysis of real and simulated data. Prerequisites: MAT 153 and MAT 282.   Cr 3.

STA 581 Statistical Quality Control
Methods and philosophy of statistical process control, control charts for variables, control charts for attributes, CUSUM and EWMA control charts,

some other statistical process control techniques, process capability analysis, and certain process design and improvements with experimental design. Prerequisite: MAT 282.   Cr 3.

STA 582 Time Series Modeling
Overview of the basic concepts of trend and seasonality, ARMA and ARIMA models, parameter estimation with asymptotic properties, forecasting techniques, spectral analysis, bivariate time series, and some special topics. Prerequisite: MAT 282.   Cr 3.

STA 583 Sampling Methods
Simple random, stratified, systematic, cluster, and multi-stage sampling, PPS sampling, optimum sample size, use of auxiliary variables in sample surveys, ratio and regression estimates, double sampling, sources of error in surveys and ways of removing them, and methods of collecting data. Prerequisite: MAT 282.   Cr 3.

STA 584 Advanced Design and Analysis of Experiments
Factorial experiments, fractional replications in factorial experiments, BIB and PBIB designs, and response surface methodology. Prerequisite: MAT 484 or equivalent.   Cr 3.

STA 585 Regression Analysis
Certain concepts of data reduction, simple linear regression using matrices, residual analysis, certain techniques to select a best regression equation, multiple regression, analysis of variance and covariance, and data analysis and computation using statistical package programs. Prerequisite: MAT 282.   Cr 3.

STA 586 Nonparametric Methods
Empirical distribution functions and their properties, certain goodness-of-fit techniques, inference concerning quantiles, comparison of two and more treatments, rank tests in randomized complete designs, and some special topics. Prerequisite: MAT 282.   Cr 3.

STA 587 Categorical Data Analysis
Topics to be examined include: two-way tables, generalized linear models, logistic and conditional logistic models, loglinear models, fitting strategies, model selection, and residual analysis. Prerequisite: MAT 282.   Cr 3.

STA 588 Introduction to Biostatistics
Basic concepts of estimation and hypothesis testing, standardization of rates, life tables, analysis of categorical data, multiple regression including binary response regression models. Prerequisite: MAT 282.   Cr 3.

STA 589 Survival Analysis
Survival and reliability concepts, mathematics of survival models, parametric and non-parametric estimates from complete and censored data, Kaplan-Meier estimators, regression models including Poisson regression and Cox's proportional hazards model, time-dependent covariates, and analysis of rates. Prerequisite: MAT 282.   Cr 3.

STA/OPR/MAT 590 Master's Project/Thesis
The project must be approved by the graduate program committee in advance. Offered only as a pass/fail course. Prerequisites: full graduate standing and faculty approval.   Cr 6.

STA/OPR/MAT 599 Independent Study
An opportunity for graduate students to pursue areas not currently offered in the graduate curriculum.Cr 3.

Graduate Certificate in the Acting Techniques of Michael Chekhov

The graduate certificate, offered by the Department of Theatre, in the acting techniques of Michael Chekhov is designed to appeal to theatre and drama instructors, professional actors/directors, experienced community actors/directors, and advanced students. The courses provide an intensive overview of the acting techniques attributed to Michael Chekhov and the application of those techniques to performing, directing, auditioning, and teaching. Areas of focus will include image and body, preparing the part, characterization, and improvisation. The graduate certificate program introduces methods of teaching these techniques and provides opportunities for graduate students to teach back to the peer group and faculty, receiving feedback and guidance on their presentations. Candidates for the certificate must attend two summer institutes at USM, including an additional one and a half days in residence for the certificate program, and complete a significant one-credit independent project approved by the instructors.

School of Business

Dean: James Shaffer
Associate Dean: John J. Voyer; *Associate Dean for Innovation and Entrepreuneurship:* Valarie C. Lamont; *Assistant Dean for Constituent Relations and Director of Advancement:* Michael Donahue; *Graduate Programs Director:* Alice B. Cash; *Coordinator of Career Services and Internships:* Melissa Burns
Professors: Andrews, Artz, Gramlich, Houlihan, Violette, Voyer; *Associate Professors:* Bennett, Chinn, Grover, Jensen, Manny, Munger, Pryor, Shields, Smoluk, VanderLinden; *Assistant Professors:* Chene, Heiser, Kohli, Suleiman

Mission

The School of Business at the University of Southern Maine prepares and inspires current and future leaders, and stimulates economic growth by providing quality learning opportunities, valuable research and professional service, all in partnership with the business community.

Program Description

The School of Business is a community of educators and professionals dedicated to the development of the people and the economy of Maine. Our foremost responsibility is to encourage students and to help them learn. The School of Business graduate programs are designed for part-time, working professionals; the programs also accommodate those students wishing to pursue full-time study.

The master of business administration program is designed for students who wish to advance their careers and contribute to their companies. Partnering with the business community, the program emphasizes the skills needed to inform and guide organizational change. Students in the program develop cross-functional business solutions to "real world" problems, and cultivate a broad critical perspective, interpersonal skills, and the analytical tools of management. The program also emphasizes an appreciation of the international and ethical contexts of professional practice. Students are encouraged to apply to the program regardless of their undergraduate academic specialization.

The master of science in accounting program is designed to prepare students to meet the challenges of the rapidly changing accounting profession. The M.S.A. program is suitable for individuals currently working in the profession, and for those desiring to start or return to a career in accounting. The program is appropriate for students from a variety of educational backgrounds from liberal arts to engineering, as well as business and accounting. The M.S.A. program will provide students with a strong conceptual and applied understanding of accounting that integrates technical accounting knowledge with ethical professional judgment.

Accreditation

The School of Business is accredited by the AACSB International—the Association to Advance Collegiate Schools of Business. AACSB International assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.

Admission

At the University of Southern Maine, several factors are evaluated in determining a candidate's admissibility to the M.B.A. or M.S.A. program. Included in the assessment of a candidate's potential to perform satisfactorily in the M.B.A. or M.S.A. program are the undergraduate grade point average (GPA), the rigor of the undergraduate's field of study, the reputation of the institution awarding the baccalaureate degree, academic performance in any previous graduate coursework taken, demonstrated potential for successful completion of the program, qualities likely to enhance the educational environment at USM, demonstrated leadership, the Graduate Management Admission Test (GMAT) score, three letters of recommendation, and a candidate's record of successful business or professional experience. Although the admissions committee has no affirmative duty to seek this information, it will consider other information about the applicant including (1) professional knowledge of faculty members, administrators, and staff at USM, (2) information within the files at USM, and (3) publicly available information about the applicant. To be admitted either fully, conditionally, or as special or transient student, students must have no evidence of past conduct incompatible with the educational environment at USM. This is defined as conduct which, if it occurred at USM, would have

a detrimental effect on (1) the ability of fellow students to learn, (2) the ability of instructors to teach effectively, or (3) the ability of administrators and staff to engage in their normal professional activities. Examples of such conduct include, without limitation: commission of a crime, other than a minor traffic offense; commission of an intentional act resulting in physical or psychological injury or threat thereof; intentional misrepresentation; and violation by the applicant of a code of conduct at any educational institution, employer, military organization, or professional association. An applicant who has engaged in such conduct *may*, at the discretion of the admissions committee, be admitted based upon its judgment (e.g., because of the passage of time) that there is little likelihood that the conduct will recur in the future.

In addition to receiving strong recommendations, fully admitted students must have a formula score of 1,100 or higher and absence of evidence of past conduct that is incompatible with the educational environment at USM. (The formula is (GPA x 200) + GMAT. The GPA will be computed twice–overall GPA and GPA with the first 60 credits removed. The higher of the two scores will be used in the calculation). For the purposes of computing this score, all undergraduate-level coursework, including courses taken after receipt of the bachelor's degree, is counted. Fully admitted students should have a minimum GMAT score of 500. Applicants whose formula score falls below 1,100 or whose GMAT is lower than 500, but who show evidence of exceptional (a) performance in outside activities, (b) evidence of creativity and leadership, or (c) accomplishment in business and who show absence of evidence of past conduct that is incompatible with the educational environment at USM, *may* be granted full admission.

Conditional Admission Applicants whose formula score is between 950 and 1,100 but who show evidence of very good (a) performance in outside activities, (b) evidence of creativity and leadership, or (c) accomplishment in business and who show absence of evidence of past conduct that is incompatible with the educational environment at USM, *may* be granted conditional admission. Applicants who would normally be granted full admission but about whom the Admissions Committee has questions regarding some aspect of the applicant's background (e.g., weak recommendations, low grades in key undergraduate courses) *may* be granted conditional admission. Applicants whose formula score is below 950 but whose GMAT score is 500 or greater and who show evidence of *exceptional* (a) performance in outside activities, or (b) evidence of creativity and leadership, or (c) accomplishment in business and who show absence of evidence of past conduct that is incompatible with the educational environment at USM *may* be granted conditional admission.

Only a limited number of applicants will be admitted with conditional admission status in any one academic year. Applications received *by* the recommended admissions deadlines which fall into the conditional acceptance category will be put on a waiting list and will be considered shortly after the admission deadline. Applications received *after* the recommended admissions deadlines which fall into the conditional category will be put on a waiting list and considered during the next admission cycle. Applicants admitted conditionally will be required to complete a specified set of courses (either foundation, regular or both). Successful completion of the conditions will result in full admission to the program. Failure to complete the required conditions will result in dismissal from the program, unless there are extenuating circumstances. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more condition(s) and is dismissed from the M.B.A. or M.S.A. program may be invited by the director to reapply for regular admission.

Decisions about which courses conditionally admitted students must take will be made by the Admissions Committee, in consultation with appropriate faculty members. In some circumstances, conditionally admitted students may be counseled to take undergraduate equivalents either in lieu of or in addition to foundation courses.

Transient Students Students must send a written request to enroll in a course, including the rationale for taking the particular course. Students must submit transcripts from (a) all undergraduate institutions attended and (b) the graduate program in which she or he is enrolled. Students must have necessary prerequisites for the desired course. Students must submit a GMAT score. This requirement is waived for students in good standing enrolled in programs at AACSB accredited schools. Students whose programs use GRE, LSAT, MCAT or MAT (Miller Analogies Test) scores may submit those. Note: MAT scores are acceptable *only* for special students or non-matriculated student purposes, and may never be used as a substitute for the GMAT in the regular admission process.

Pursuant to USM policy, special students, like regular students, are expected to provide the program with a score from a standardized test. Students from programs that do not require any standardized test may be allowed to enroll, subject to *very* close scrutiny by the director. However, this will be done only in exceptional circumstances. Students in this situation may be asked to take the GMAT prior to being allowed to enroll, or may submit valid scores from other standardized tests they may have taken.

Students must arrange for the head of the home program to send a letter stating that the student is enrolled in good standing in the program, and also stating that the course will count toward earning the degree.

The program office will compute a formula score as in the case of regular applicants. Students following these procedures whose formula scores are 950 or higher, who have a "B" average in their home programs, and who show no evidence of past conduct that is incompatible with the educational environment at USM will be allowed by the director to enroll in courses, subject to permission of the instructor. All students in this group must sign a non-degree release.

Non-matriculated Students All students wishing to enroll in M.B.A. or M.S.A. courses on a non-matriculated basis must follow the application process described for full admission, including submission of a GMAT or other standardized test score. However, consistent with that process, people who hold terminal degrees will not have to submit a standardized test score. (Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.) Holders of terminal degrees normally will be allowed to enroll in M.B.A. or M.S.A. courses with few restrictions, subject to permission of the instructor and having taken the appropriate prerequisites. Decisions on this type of study may be made by the director, alone or in consultation with the Admissions Committee.

Others seeking to enroll in M.B.A. or M.S.A. courses will not normally be allowed to do so. Exceptions may be made if these prospective enrollees provide evidence of exceptional (a) performance in outside activities, (b) creativity and leadership, or (c) accomplishment in business. Decisions will be made by vote of the Admissions Committee. All students in this group must sign a non-degree release.

Other USM Graduate Students Students matriculated in other graduate programs at the University of Southern Maine may enroll in School of Business graduate-level courses on a space-available basis providing that appropriate course prerequisites or other equivalents as approved by the director, have been satisfied. This privilege does not extend to graduate students *conditionally* admitted to other USM graduate programs. All students in this group must sign a non-degree release.

Admitted students whose educational background is lacking the foundation courses listed under Program Requirements will have to complete satisfactorily each of these courses or their equivalents as stipulated in their letter of admission.

Application Material

In addition to the materials described in the Admissions chapter, applicants for these programs must submit:

1. A completed application. In the required essay applicants should, in addition to stating their reasons for wanting an M.B.A. or M.S.A., make sure to touch on the following points, as applicable:
   a. Performance in outside activities
   b. Evidence of creativity and leadership
   c. Record of accomplishment in business

2. Official scores from the Graduate Management Admission Test (GMAT). (Note: Candidates with terminal degrees normally are not required to take the GMAT. Note that the LL.B. from outside the United States is not an acceptable terminal degree, a condition which may also exist for other non-U.S. degrees.)

3. Three letters of recommendation.

4. Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the Internet-based TOEFL (iBT) for students whose native language is not English.

5. A résumé that includes post-baccalaureate, full-time work experience including military experience.

Application materials may be obtained online or from the USM Office of Graduate Admissions. All applications should be returned to the USM Office of Graduate Admissions. International applicants and applicants seeking financial assistance should complete applications by March 1.

Application Deadline   Applications are reviewed on a rolling basis. Candidates are encouraged to complete applications by August 1 (for fall admission consideration) and December 1 (for spring admission consideration). Applicants wishing to be considered for merit scholarships in graduate programs beginning in September are encouraged to submit completed applications by early January.

Program Policies   In addition to the general policies described in the Academic Policies chapter, specific policies of these programs are as follows.

Deferred Admission   An applicant admitted for full-time or part-time study must register for that semester for which he or she has been admitted. In certain circumstances, with a written request received prior to the start of the semester in which the student has been admitted, deferred admission will be granted to regularly admitted applicants upon the approval of the director. In the event that no written request is received, a student is considered to have withdrawn from the program.

Transfer Credit   A student admitted to the M.B.A. or M.S.A. program may apply to have graduate credits transferred from other regionally accredited institutions of higher education. In order to apply, a student must have earned 9 graduate credit hours from the University of Southern Maine. A grade of B (3.00) or higher must be received in each course requested for transfer credit. To be accepted, the course also must be judged applicable to a student's program of study. A maximum of 9 semester hours of transfer credit may be accepted. When possible, students should ascertain whether or not transfer credit will be granted by the School of Business before enrolling in a course at another institution.

Time Limit   In order to be counted toward the M.B.A. or M.S.A. core and elective requirements, graduate coursework must be completed within six years of the date a student enrolls in his or her first 600-level course. Otherwise, coursework must be repeated.

Non-Degree Release   Students taking courses on a non-matriculated basis must sign a release stating that they will not pursue an M.B.A. or M.S.A. from USM on the basis of accumulated non-matriculated courses, unless they gain admission through the formal admissions process described earlier.

Grade Policy   Please see M.B.A. and M.S.A. program descriptions for specific grade policy details. The following policies pertain to both the M.B.A. and M.S.A. programs.

A student whose grade point average falls below 3.00 will be placed on probation. The student will have 12 semester hours in which to bring the grade point average back to at least a 3.00. Students who fail to do this may be dismissed by the director. Any student may appeal any dismissal decision in writing to the M.B.A. or M.S.A. Admissions Committee.

A student who has completed the program of study must have a cumulative grade point average of 3.00 to receive the M.B.A. or M.S.A. degree. If a student has completed all requisite courses with a cumulative grade point average below a 3.00, a maximum of six additional credits of 600-level courses may be attempted in order to raise the cumulative grade point average to at least a 3.00.

Readmission   A regularly admitted student who is dismissed from the M.B.A. or M.S.A. program may not be readmitted. Under exceptional circumstances, a conditionally admitted student who fails to meet one or more conditions and is dismissed from the M.B.A. or M.S.A. program may be invited by the director to reapply for regular admission.

Special Policies   In order to receive graduate credit toward the M.B.A. or M.S.A. degree, a student must be registered in a graduate course as a graduate student. If a student has earned another graduate degree prior to admission to the M.B.A. or M.S.A. program, no more than six credits used to fulfill requirements for that degree may be applied toward completion of the M.B.A. or M.S.A. degree.

Master of Science in Accounting

The M.S.A. program will provide students with a strong conceptual and applied understanding of accounting that integrates technical accounting knowledge with ethical professional judgment. Because accounting professionals need a broad understanding of the business disciplines and how those disciplines interact with accounting, students with undergraduate degrees outside of business or accounting will be required to take a number of common body of knowledge and foundation

courses prior to enrollment in graduate classes. In addition, all students who do not have prior experience in the accounting profession are encouraged to participate in an internship experience as part of their program. Opportunities exist for competitive part-time and full-time internship experiences to provide flexibility in meeting student needs.

The M.S.A. degree may be pursued on either a part-time or full-time basis. Classes meet in late afternoon and evening time periods. Students, provided all common body of knowledge and foundation courses have been met, may be able to complete the M.S.A. in one year of full-time study through careful scheduling and advanced planning with the director.

Program Requirements

M.S.A. Common Body of Knowledge and Accounting Foundation courses are not applicable toward the 30 credits needed for graduation. These courses are required for students whose previous undergraduate education has not included the equivalent content. Each Common Body of Knowledge course must be completed with a minimum grade of C (2.0). Each Accounting Foundation Core course must be completed with a minimum grade of C (2.0), along with a minimum overall GPA of 2.5 in the three course set. Any undergraduate courses taken to fulfill M.S.A. Common Body of Knowledge and Accounting Foundation requirements will not be included in the computation of the student's graduate grade point average.

Faculty strongly recommend that students, who do not have a solid recollection of common body of knowledge and foundation course content, retake or, at a minimum, review content material independently prior to enrolling in degree courses. Students may consult the School of Business Web site or course instructors for information on course content.

Common Body of Knowledge (15 credits)
All courses listed are 3 credit hours, unless noted.

BUS	340	Managing Organizational Behavior
MBA	501	Economic Analysis
MBA	502	Financial Accounting
MBA	504	Probability and Statistics for Business Decision Making
MBA	505	Financial Management

Computer Applications Skills All students are expected to have basic computer skills in word processing and spreadsheet usage, either through prior experience or education. Students lacking in computer application skills are responsible for seeking coursework that will fulfill these expectations.

Accounting Foundation Core (10 credits)

ACC	221	The Financial Accounting Cycle (1 credit)
ACC	501	Financial Reporting I
ACC	502	Financial Reporting II
ACC	529	Accounting Information Systems

M.S.A. Grade Policy

All graduate courses must be completed with a minimum grade of C (2.0) to carry graduate degree credit. If a student receives a grade below C (2.0) in a graduate course, the student must repeat the course and has only one opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

M.S.A. Requirements (24 credits)

ACC	610	Auditing and Assurance (if external auditing previously taken, select 3 credits of ACC elective courses)
ACC	613	Concepts and Strategies of Taxation (if federal taxation previously taken, select 3 credits of ACC elective courses)
ACC	630	Management Accounting Systems (if cost or advanced managerial previously taken, select 3 credits of ACC elective courses)
ACC	631	Current Issues and Developments in Accounting
ACC	650	Financial Statement Reporting: Accounting Standards Research and Analysis
MBA	615	Ethical and Legal Issues in Business

Depth of Knowledge (3 credits, select one)
    ACC   641   Advanced Accounting Topics
    ACC   634   Advanced Taxation

Management (3 credits, select one)
    MBA   611   Introduction to Organizational Change
    MBA   642   Leadership

Electives (6 credits, select two)
    ACC   616   Governmental and Nonprofit Accounting
    ACC   632   Financial Statement Analysis
    ACC   633   Taxation for Business and Investment Planning
    ACC   634   Advanced Taxation
    ACC   636   Professional Responsibilities and Commercial Law
    ACC   641   Advanced Accounting Topics
    ACC   691   Independent Study
    ACC   695   Internship
    MBA   625   International Finance
    MBA   627   Investment Management
    MBA   643   Creative Problem Solving
    MBA   647   Organizational Strategy
    MBA   675   Production/Operations Management
                     (prerequisite MBA 670)
    MBA   698   Practicum
Additional electives from the MBA program or the Muskie School are possible.

A minimum of 18 credit hours of coursework counted toward the degree MUST carry the ACC designation.

Dual Degree Options

M.S.A. and M.B.A. Once all Common Body of Knowledge and Foundation courses are successfully met for both the master of science in accounting and master of business administration degree programs (25 credit hours), a student admitted to either program may earn both an M.B.A. and an M.S.A. degree with a total of 60 credit hours rather than the 69 credit hours required when each program is considered individually. Accounting courses are not allowed to count as M.B.A. electives for students seeking the dual degree option. Current students in either program may apply for the dual degree by completing the application for admission into the dual M.B.A./M.S.A. degree program. There is a $50 application fee when application for the dual degree program is made after a student has been admitted to the M.S.A. or M.B.A. programs.

H.P.M. and M.B.A. The joint degrees program in business administration and health policy and management offers the master's of business administration (M.B.A.) through the USM School of Business, and the master's degree in health policy and management (M.S.) through the Muskie School of Public Service. The program allows students to earn both the M.B.A. and M.S. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Full-time students may thus complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission is required.

J.D. and M.B.A. The joint degrees program in law and business administration offers the juris doctor degree (J.D.) through the University of Maine School of Law, and the master's degree (M.B.A.) through the USM School of Business. The program allows students to earn both the J.D. and the M.B.A. simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission is required.

M.S. in Nursing and M.B.A. The dual master's degree in nursing and business administration at USM is designed for students in the health professions who wish to combine advanced nursing skills with the analytical tools of business. See the College of Nursing and Health Professions section of this catalog for more information on this option.

3-2 Program

The master of business administration (M.B.A.) and the master of science in accounting (M.S.A.) programs allow interested and qualified students to complete a

bachelor's degree and an M.B.A. or M.S.A. in five years depending on the undergraduate major. (Degree requirements for some majors necessitate a longer completion time.) Generally, students in the 3-2 program focus on their bachelor's degree requirements during their first three years, a mix of bachelor's and M.B.A. or M.S.A. requirements in the fourth year, and mostly M.B.A. or M.S.A. requirements in the fifth year. Each degree is awarded once the specific degree requirements are successfully met.

Admission Requirements

Students may enroll in the 3-2 program either directly or after the end of their first semester of undergraduate studies. Students entering directly need an SAT combined score of 1,200 or higher. Students currently enrolled in a baccalaureate degree program may enter the 3-2 program by meeting the regular M.B.A. or M.S.A. admission criteria of a formula score of 1100 or higher with a minimum GMAT score of 500. (The formula is: undergraduate GPA x 200, plus the GMAT total score.) Students entering the 3-2 program will be required to attain a GPA of 3.0 or higher after 90 credit hours of undergraduate coursework to remain in good standing and be allowed to continue in the program.

Enrollment in M.B.A.- and M.S.A.-level courses

In either admission path, a student may not enroll in M.B.A.- or M.S.A.-level courses until they have accumulated 90 credit hours of undergraduate coursework.

Internship Program

Students are encouraged to participate in an internship to experience on-the-job learning. Employment in a professional setting provides opportunities to apply and evaluate classroom learning, develop work-related skills, and explore careers. Credit may be received for paid or non-paid positions with new employers, or for new responsibilities with current employers. Credit is not granted for past work experience. Students are encouraged to contact employers to develop internship positions, or they may learn of positions through the program manager and by contacting the School of Business internship coordinator. In a typical three-credit internship, a student works a minimum of 140 hours on-site and will be advised by a faculty member during the internship process. With the faculty sponsor, the student negotiates a learning contract that contains a job description, the student's learning goals, self-directed learning activities, and the evaluation process. Grading is pass/fail. Refer to MBA or MSA 695 for prerequisites and restrictions. For further information, contact the program manager or the School of Business Internship Office at 780-4020.

Master of Business Administration

The master of business administration program at the University of Southern Maine is composed of 30 credit hours of core courses and 9 credit hours of elective courses. In addition, up to 15 credit hours of foundation courses may be required depending on the student's previous academic background.

Foundation Courses *Credits*
0-15

M.B.A. courses numbered below MBA 610 are not applicable toward the 39 credits needed for graduation. These courses are required for students whose previous undergraduate education has not included the equivalent content. Grades earned in M.B.A.-level foundation courses are included in the student's grade point average. However, any foundation courses in which a student earns less than a C grade (2.0) must be repeated.

Faculty strongly recommend that students, who do not have a solid recollection of foundation course content, retake or, at a minimum, review content material independently prior to enrolling in core courses. Students may consult the School of Business Web site or course instructors for information on course content.

Either a minimum grade of C (2.0) from a regionally accredited institution of higher education or successful completion of an equivalent CLEP exam or departmental exam (if available) is needed to meet a foundation course requirement. Coursework from non-accredited institutions will be evaluated on an individual basis. After admission, students may petition the director for permission to enroll in undergraduate equivalent courses to meet M.B.A.-level foundation course requirements. Any undergraduate courses taken will not be included in the computation of the student's graduate grade point average.

BUS 340 Managing Organizational Behavior	3
MBA 501 Economic Analysis:	
An intensive survey of micro and macroeconomic theory	3
MBA 502 Financial Accounting	3
MBA 504 Probability and Statistics for Business Decision Making	3
MBA 505 Financial Management	3

Computer application skills All students are expected to have basic computer skills in word processing and spreadsheet usage, either through prior experience or education. Students lacking in computer application skills are responsible for seeking coursework that will fulfill these expectations.

Orientation

All admitted students are required to participate in a one-day experiential learning exercise during the first year of enrollment. The experiential learning exercise is held in the fall semester. The exercise is geared toward developing a sense of community and enhanced communications and trust among the M.B.A. students and faculty. Information on the exercise will be provided. There is a fee for this experience.

MBA Grade Policy

All graduate courses numbered MBA 610 or higher must be completed with a minimum grade of C (2.0) in order to carry graduate degree credit. If a student receives a grade below C (2.0) in a required graduate course, the student must repeat the course and has only one opportunity to raise the grade for that course to C (2.0) or higher. A student receiving two grades below C (2.0) will be dismissed from the program.

	Credits
Core Courses	30
Alpha Course	3
MBA 611 Introduction to Organizational Change	
Accounting:	3
ACC 630 Management Accounting Systems	
Ethical and Legal Issues	3
MBA 615 Ethical and Legal Issues in Business	
Finance (choose one)	3
MBA 625 International Finance	
MBA 626 Strategic Valuation	
MBA 627 Investment Management	
Information Systems	3
MBA 674 Topics in Information Systems Management	
International	3
MBA 612 Topics in International Business	
Marketing	3
MBA 660 Managerial Marketing	
Management Science	
MBA 670 Management Science	
Operations Analysis	3
MBA 675 Production/Operations Management	
Capstone	3
MBA 698 Practicum	

Electives (Choose three)	9

Courses used to fulfill core requirements above may not be used to fulfill elective choices.

  ACC   631   Current Issues and Developments in Accounting
  ACC   632   Financial Statement Analysis
  ACC   633   Taxation for Business and Investment Planning
  ACC   636   Professional Responsibilities and Commercial Law
  ACC   650   Financial Statement Reporting: Accounting Standards
            Research and Analysis
  MBA   625   International Finance
  MBA   626   Strategic Valuation
  MBA   627   Investment Management
  MBA   642   Leadership

MBA	643	Creative Problem Solving
MBA	644	Strategic Management of Technology and Innovation
MBA	647	Organizational Strategy
MBA	649	Special Topics in Management: Introduction to System Dynamics
MBA	665	Consumer Behavior
MBA	669	Multivariate Methods for Marketing
MBA	672	Supply Chain Management
MBA	691	Independent Study
MBA	695	Internship

ACC 221 The Financial Accounting Cycle

This course serves as a bridge between the introductory-level (user-focused) financial accounting course and Financial Reporting I, which is required for the accounting major. The course is primarily conducted as a self-study course facilitated by a self-study guide and related self-study software and online quizzes (a qualified graduate student assistant will be available for questions and guidance). The course reviews the complete accounting cycle: the journal entries for typical business transactions, including adjusting and closing entries, and the preparation of accounting statements. The course must be completed prior to enrollment in ACC 301/501. Prerequisites: ACC 110 or MBA 502. Cr 1.

ACC 501 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 221 and MBA 502 (or equivalent). Cr 3.

ACC 502 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 501. Cr 3.

ACC 529 Accounting Information Systems

This course explores the theory and tools needed to select, use, and 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 errors 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. The use of database software to supplement accounting information needs not typically met by small business accounting software is also explored. Prerequisite: ACC 501 (or concurrent). Cr 3.

ACC 610 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 textbook material. Students with prior coursework in external auditing may not enroll for M.S.A. degree credit. Prerequisite: ACC 502. Cr 3.

ACC 613 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: MBA 501 and MBA 502. Cr 3.

ACC 616 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. Prerequisite: ACC 501.   Cr 3.

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 and Developments in Accounting

This course examines current issues and recent developments across the accounting discipline, including coverage of topics in taxation, auditing, financial, and managerial accounting, among others. Prerequisites: ACC 529, ACC 610, and ACC 633 (or ACC 613).   Cr 3.

ACC 632 Financial Statement Analysis

This case-oriented course (i) provides a framework for business analysis and valuation using financial statement data; and (ii) gives practical advice when using the framework to value a firm. The course assumes a good working knowledge of accounting, finance, economics, and business strategy. The course focuses on integrating key concepts from each of these areas and applying them to real world problems. The course places heavy emphasis on illustrating the latest techniques and information sources used by Wall Street professionals. At times the course draws on detailed understanding of financial statement data but more importantly the course assumes an understanding of the nuances of the accounting inputs used. Prerequisites: MBA 501, MBA 502, and MBA 505.   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. Prerequisites: MBA 501, MBA502, MBA 505.   Cr 3.

ACC 634 Advanced Taxation

This course provides an overview of the federal tax treatment of various entities including corporations, partnerships, tax-exempt organizations, trusts, and estates. The course will also examine the tax treatment of transactions between the entity and its owners including distributions and changes in ownership. An overview of estate and gift taxation will be provided. Limited international applications and advanced individual income tax issues will also be covered. Tax research skills will be developed and applied. The course will also address the ethical responsibilities of tax practice. Prerequisites: ACC 613 or ACC 633.   Cr 3.

ACC 636 Professional Responsibilities and Commercial Law

This course will address the ethical and professional responsibilities of accountants to various stakeholders including the public, the accounting profession, and governmental authorities. Professional and corporate codes of conduct will be examined along with comprehensive ethics management programs and ethics decision-making models. This course will also cover the legal implications of commercial transactions generally encountered by the practicing accountant. The law of contracts, negotiable instruments, creditors' rights and bankruptcy, business organizations, property, and accountants' liability will be covered. Prerequisite: ACC 501.   Cr 3.

ACC 641 Advanced Accounting Topics

This course explores a variety of advanced topics such as the theoretical and practical concepts of business combinations, partnerships, foreign currency, and other current issues. Prerequisite: ACC 502.   Cr 3.

ACC 650 Financial Statement Reporting: Accounting Standards Research and Analysis

This course will develop student research skills that are necessary to identify a research question concerning U.S. or international accounting principles based upon a fact situation. The skills include the ability to find, analyze, and evaluate authoritative pronouncements and to effectively communicate the results of the research in clear, concise written and oral form. Problems and case studies will be utilized to examine controversial topics such as, but not limited to, asset impairment, accounting for intangibles, capitalization of software development costs, special purpose vehicles, lease accounting, income tax accounting, contingent liabilities, debt/equity hybrid securities, foreign currency translation, derivatives, pensions, and non-monetary compensation. Prerequisite: ACC 502.   Cr 3.

ACC 691 Independent Study

Selected topics in the areas of accounting may be studied and researched on an independent basis. Enrollment is normally limited to M.S.A. degree candidates. Prerequisites: permission of instructor and curriculum chair.   Cr 1-3.

ACC 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 instructor and curriculum chair. Enrollment is normally limited to M.S.A. majors who have not completed their degree requirements. A maximum of three credits of ACC 695 may be used toward the degree.   Cr 1-3.

BUS 340 Managing Organizational Behavior

A survey of the disciplines of management and organizational behavior, and of the practices managers employ in planning, organizing, leading, and controlling organizations. Topics include self-awareness, perception and decision making, individual differences and diversity, motivation, group dynamics, communication, stress, power and politics, organizational design, and change. The environmental context, workforce diversity, the global economy, and managerial ethics are core integrating themes.   Cr 3.

MBA 501 Economic Analysis

An intensive survey of microeconomic theory and macroeconomic theory. Economic problems such as price and output decisions, resource allocations, inflation, and unemployment are analyzed.   Cr 3.

MBA 502 Financial Accounting

This course offers an opportunity to gain a firm understanding of basic financial accounting concepts and issues including debits and credits, journal entries, and knowledge of the balance sheet, income statement, and statement of cash flows. This course will include insights into the fundamental strengths and limitations of the financial reporting process. This course covers the nature of the financial reporting process and the basic accounting principles, conventions, and concepts underlying the current reporting environment of GAAP basis financial statements. No prior knowledge of accounting is assumed.   Cr 3.

MBA 504 Probability and Statistics for Business Decision Making

An introduction to the concepts and use of probability and statistics as tools for business decision making.   Cr 3.

MBA 505 Financial Management

The primary objective of this course is to provide a balanced introduction to the theory and practice of financial management. Emphasis is placed on the management of capital to enhance shareholder wealth. Topics include time value of money, risk and return, stock and bond valuation, capital budgeting, and cost of capital. Prerequisites: MBA 501, MBA 502, MBA 504.   Cr 3.

MBA 611 Introduction to Organizational Change

This course focuses on understanding the nature of organizational change. Process consulting forms the basis for much of the course. Prerequisite: 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 which 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 which 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 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 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: 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: BUS 340.　　　Cr 3.

MBA 644 Strategic Management of Technology and Innovation

Focuses on the strategic management of technology-based innovation in the firm. Specific topics include assessing the innovative capabilities of the firm, managing the corporate R&D function, managing the interfaces between functional groups in the development process, managing the new business development function in the firm, understanding and managing technical entrepreneurs, building technology-based distinctive competencies and competitive advantages, technological leadership versus followership in competitive strategy, institutionalizing innovation, and attracting and keeping corporate entrepreneurs. Prerequisite: BUS 340.　　　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 BUS 340.　　　　　Cr 3.

MBA 649 Special Topics in Management: Introduction to System Dynamics

An examination of how the world can be understood through dynamic processes controlled by positive and negative feedback links. A general introduction to systems thinking, drawing on system dynamics, a computer-based technique for modeling systematically created problems. Requires an understanding of algebra. Prerequisite: BUS 340.　　Cr 3.

MBA 660 Managerial Marketing

This course has a decision-based perspective, relying heavily on the case approach. It focuses on the logical development of market-driven strategies and assessment of their impact on other marketing functions within the organization. Students will gain experience in analyzing complex market behavior, recommending changes in marketing strategy, and articulating the development, implementation, and control of marketing plans. Prerequisite: MBA 502.　　Cr 3.

MBA 665 Consumer Behavior

Examines three aspects of consumer behavior: 1) cultural, sociological, and psychological influences on consumer motivation, 2) consumer acquisition of product information and formation of attitudes, and 3) the process consumers use to make consumption decisions. Implications for marketing strategy and segmentation will be discussed and students will apply marketing research techniques to analyze consumer behavior. Prerequisite: basic marketing course or instructor permission.　　　Cr 3.

MBA 669 Multivariate Methods for Marketing

This course focuses on the application of multivariate statistical methods in the development of marketing strategy and the investigation of marketing problems. Building of descriptive and predictive models using multi-dimensional techniques such as factor analysis, regression analysis, cluster analysis, analysis of variance, conjoint analysis, and perceptual mapping. Use of statistical packages. Prerequisite: MBA 504.　　　　　　Cr 3.

MBA 670 Management Science

This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed on developing students' abilities to recognize the need for quantification; to formulate business problems quantitatively; to select and test computer-based decision-support system models; to collect meaningful data; and to interpret the implications of analysis results. Prerequisite: MBA 504.　　　　　　Cr 3.

MBA 672 Supply Chain Management

This course examines supply chain concepts and current practice in the context of just-in-time production, total quality management, and continuous productivity improvement. Using practical applications, the focus is on the proactive management of movement and coordination of goods and services, and information, from raw material to end user through the value chain. Other topics include understanding the nature of demand for goods and services within business markets and the process of building relationships with suppliers. System-oriented managerial tools, models, and techniques are considered for their value-adding potential. Directed projects of the students' choosing are used to address specific, company-based supply-chain problem situations. Prerequisites: MBA 508 or MBA 670.　　Cr 3.

MBA 674 Topics in Information Systems Management

A topics course exploring major issues in the management of information technology. Students completing this course should have acquired an understanding of the strategic, tactical, and operational importance of information systems within an organization, and an understanding of how to leverage information technology in the management of an organization. Topics include, but are not limited to:

strategic use of information technology, emerging technologies, systems development and project management, managing information systems resources, and knowledge management.　　Cr 3.

MBA 675 Production/Operations Management

An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing computer simulation and other quantitative tools and decision support systems to assist strategic and operational decision making. Topics include: quality management, capacity management, process design, facility location, layout, production planning, and manufacturing philosophies such as group technology, the theory-of-constraints, and just-in-time. Prerequisite: MBA 508 or MBA 670.　　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.　　Cr 3.

Center for Business and Economic Research

Director: Bruce H. Andrews
Associate Director and MBI Editor: Charles S. Colgan
Senior Research Associates: Aiello, Andrews, Artz, Barringer, Colgan, Grover, Hillard, Jensen, Sanders, Smoluk, Suleiman, Voyer

The Center for Business and Economic Research (CBER) was originally formed in 1974 as an EDA University Center, and now serves as a conduit for bringing the expertise and skills of faculty from the School of Business, the Muskie School, and other academic units at USM, to the challenges and opportunities facing the public and private sectors in Maine. As a joint center managed by the Business School and the Muskie School, CBER is dedicated to helping the state prosper.

Supported by both public and private sources, the Center offers applied research and technical assistance services to Economic Development Districts, profit and nonprofit organizations, and individuals. These services include: survey-based research, economic impact analysis, forecasting, strategic planning, program evaluation, statistical/quantitative analysis, simulation modeling, feasibility studies, risk management, market research, financial/economic modeling, and other forms of customized business/economic analysis. For additional information, contact the Center for Business and Economic Research, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300, (207) 780-4187, www.usm.maine.edu/cber.

Center for Entrepreneurship

Director: Valarie C. Lamont

In November 1996 the Board of Trustees of the University of Maine System approved the creation of the Center for Entrepreneurship. Housed within the School of Business, the Center is simultaneously developing academic courses for undergraduate students and non-credit offerings to serve the needs of start-up and existing small businesses statewide. In partnership with the Heart of Maine, the Center sponsors the FastTrac business development program in Maine. The Center also sponsors participation in the Price-Babson Fellows Program at Babson College and hosts the USM Student Business Plan Competition. More information can be found on the

Center's Web site at www.usm.maine.edu/cesb or by contacting the Center for Entrepreneurship Office at the University of Southern Maine, 68 High Street, Portland, ME 04101, (207) 780-5919, http://cree.usm.maine.edu.

Center for Real Estate Education

Director: Valarie C. Lamont

The Center for Real Estate Education (CREE) provides prelicensing and continuing education courses in real estate, appraisal, banking, and property management. Courses are delivered using a variety of formats, including live classroom, public television, video, computer, Internet, and correspondence courses. Real estate courses can be used for academic credit. Persons interested in additional information may contact the Center for Real Estate Education, University of Southern Maine, 68 High St., Portland, ME 04101, (207) 228-8400, http://cree.usm.maine.edu.

Maine Small Business Development Centers

State Director: John R. Massaua; *Associate State Director:* Alma H. Newell

Maine Small Business Development Centers (Maine SBDC) and its tech-focus group, Maine Small Business and Technology Development Centers (Maine SBTDC) 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/SBTDC is a partnership program of the U.S. Small Business Administration (SBA) in association with the SBA/SBDC, 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/SBTDC operates a network of 12 service centers and numerous outreach offices located conveniently throughout the state.

Maine SBDC/SBTDC'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/SBTDC serves those seeking assistance who are willing and able to build, sustain, and/or expand their business. More information about the Maine SBDC/SBTDC can be found at www.mainesbdc.org or by calling (207) 780-4420. Maine SBDC state administrative offices are at 68 High Street, Portland. Mailing address: P.O. Box 9300, Portland, ME 04104-9300.

College of Education and Human Development

Dean: Betty Lou Whitford; *Assistant Dean for Finance and Administration:* Robin Day; *Assistant Dean for Planning and Assessment:* Elizabeth Shepard-Rabadam; *Director of Center for Education Policy, Applied Research and Evaluation:* David L. Silvernail; *Director of Professional Development Center:* George C. Lyons; *Director of Southern Maine Partnership:* Lynne Miller

Dean's Office, 117 Bailey Hall, Gorham, ME 04038

USM Graduate Admissions, 134 School Street, Gorham, ME 04038

Center for Educational Policy, Applied Research, and Evaluation, 99 School Street, Gorham, ME 04038

Professional Development Center, 119 Bailey Hall, Gorham, ME 04038

Southern Maine Partnership, 222C Bailey Hall, Gorham, ME 04038

Education today occurs in a dynamic and demanding arena with many external pressures—financial constraints, public concern about the quality of life and learning in schools, changes in family lifestyles, and demands for services to meet the needs of various populations. For professionals in schools and human service agencies, this context calls for a unique combination of initiative and responsiveness as well as careful reflection on purposes and strategies. Such a setting highlights the importance of the professional as a lifelong learner.

Since the introduction of graduate courses in 1964, the College of Education and Human Development has been engaged in developing programs of study that prepare educators and human development practitioners for America's future. The College and allied programs in art, music, mathematics, and applied science at the University of Southern Maine prepare professionals for teaching, counseling, school psychology, administration, and teacher leadership. The content knowledge, skills, and understandings needed for these areas form the heart of our programs. Common to all of these fields is an emphasis on connections and partnerships, reflection and critical inquiry, diversity, and performance assessment.

USM's College of Education and Human Development degree programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Education Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Association of School Psychologists (NASP).

Graduate Programs

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

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

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

Counseling
Master of Science in Counseling
       Substance Abuse Counseling Certificate
       Mental Health Rehabilitation Technician/Community Certificate
Post-Master's Certificate of Advanced Study in Counseling

Educational Leadership
Master of Science in Education in Educational Leadership
Post-Master's Certificate of Advanced Study in Educational Leadership
Certificate of Graduate Study in Assistant Principal
Certificate of Graduate Study in Athletic Administration
Certificate of Graduate Study in Middle Level Education

Literacy Education and English as a Second Language
Master of Science in Education in Applied Literacy
Master of Science in Education in Literacy Education
Master of Science in Education in Literacy Education with a concentration
        in English as a Second Language
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 Literacy

School Psychology
Master of Science in School Psychology
Doctor of Psychology in School Psychology
Certificate in Applied Behavior Analysis (Post-master's)

Special Education
Master of Science in Special Education

Teacher Education
Extended Teacher Education Program (ETEP)
Master of Science in Education in Teaching and Learning

Departments

The College of Education and Human Development is made up of the following departments:

Department of Human Resource Development

Chair: E. Michael Brady
Adult Education—*Professor:* Atkinson, Brady; *Lecturer:* Day
Counseling—*Professor:* Murphy; *Associate Professors:* Katsekas, Stevens; *Assistant Professor:* Baruch-Runyon, Drew; *Clinical Lecturer:* Jones; *Field Placement:* Tully
School Psychology—*Professors:* Mace, Steege; *Associate Professor:* Brown-Chidsey

The Department of Human Resource Development aims to improve the individual practices of human services professionals and to enhance school, community, organizational, and agency practices through education, research, and public service.

Three graduate programs are offered by the Department: adult education, counselor education, and school psychology. The adult education program offers focus areas in adult development, training and development, educational gerontology, community/international education, teaching adult learners, student affairs in higher education, public school adult education director certification, and self-designed. The counselor education program offers specialties in school counseling, rehabilitation counseling, and clinical mental health counseling. Post-Master's Certificate of Advanced Study programs in adult learning and counseling are also available. The school psychology program offers a certificate of applied behavior analysis, a master of science, and a doctorate of psychology in school psychology.

Department of Professional Education

Chair: James Curry
Educational Leadership—*Professors:* Capelluti, Miller, Silvernail; *Associate Professors:* Barnes, Beaudry, Goldsberry, D. Wood
Industrial Education—*Associate Professors:* Nannay, Zaner
Literacy Education—*Professors:* M. Wood; *Associate Professor:* Amoroso; *Adjunct Assistant Professor:* Bouchard; *Clinical Lecturer:* Enrico, Hutton
Special Education—*Associate Professor:* Curry

The Department of Professional Education provides initial educational and professional development opportunities to new and current educators. The Department offers programs in three areas of study: educational leadership, literacy education, and special education. Within educational leadership, the Department offers a master's degree, three certificates of graduate study, and a post-master's certificate of advanced study. The master's program is divided into three areas: administration, for certification as a school principal; administration, for certification as a director of special education; and teacher leadership. Within literacy, the Department offers a master's degree with the option of a concentration in English as a second language, a certifi-

cate of graduate study in literacy, and post-master's certificates of advanced study in literacy education and in English as a second language. Within special education, the Department offers a master's degree that includes options in elementary education, secondary education, and education of gifted and talented learners.

Department of Teacher Education

Director: Ken Jones
Chair: Catherine Fallona
Professors: Kimball, Whitford; *Associate Professors:* Austin, Colucci, Davis, Fallona, Jones, Kuech, Ross, Shank; *Assistant Professors:* Hitchens, Whitney; *Lecturer:* Red

The Department of Teacher Education provides a teacher education program in the context of a rapidly changing profession. The Extended Teacher Education Program (ETEP) is a nationally recognized, post-baccalaureate, teacher certification program which includes options for an intensive one-year program; a unified K-8 general and special education option, a unified secondary and special education option, and a two-year secondary program; completion of certification requirements; and optional completion of a master's degree in teaching and learning, or applied literacy.

Admission to the Master's Degree Programs

College of Education and Human Development graduate programs seek candidates whose baccalaureate degree program, scholastic achievement, interest, motivation, and personal recommendations are indicative of success in graduate studies and the chosen profession. To be eligible for admission to a graduate education program, an applicant must meet the following requirements: hold a baccalaureate degree from an accredited institution; have earned a cumulative grade point average of 2.5 (on a 4.0 scale) in a baccalaureate degree program; have earned a score of 40 points or above, or a score of 390 or above if test was taken after September 30, 2004, on the Miller Analogies Test (MAT), or 900 or above combined verbal and quantitative scores on the Graduate Record Examination (GRE) (this requirement is waived for applicants already holding a graduate degree); and have earned a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based TOEFL for students whose native language is not English. ETEP requires the Praxis I test rather than the MAT or GRE (see ETEP application handbook).

Applicants who do not have a 2.5 overall grade point average or who did not score 40, or 390 if test was taken after September 30, 2004, on the MAT or 900 combined on the verbal and quantitative sections of the GRE must enclose a letter asking for special consideration, in which they provide evidence of an ability to complete graduate studies successfully. Without such a letter, applicants who fail to meet eligibility requirements may be automatically denied. Special admission requirements are listed for some programs. Please consult the specific CEHD section program pages for special admission requirements.

Candidates should submit all application materials to the USM Office of Graduate Admissions, 134 School Street, Gorham, ME 04038 by the application deadline.

Application materials must include:

a) Two completed copies of the Application for Admission to Graduate Study, including an essay on a topic specified by the program, and an application fee of $50.00 (nonrefundable);

b) Two copies of official transcripts of all previous college or university work sent directly from the awarding institution;

c) Three letters of recommendation. These should be from persons in a position to judge the applicant's academic preparation and ability to pursue graduate and professional work. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender's signature over the seal;

d) Official scores on the MAT or the GRE, taken within five years of application sent directly from the testing service; this requirement applies to all CEHD programs except ETEP (see ETEP application handbook). This requirement is waived for applicants already holding a graduate degree;

e) Additional or other special admission requirements specified by the program.

In extenuating circumstances, applications completed after the deadline may be reviewed for admission on a space-available basis.

Admission to Doctoral Program

Please see Psy.D. section for specific admission instructions and requirements.

Admission to Post-Master's Certificates of Advanced Study (CAS)

Criteria for admission include successful completion of a master's degree, strong recommendations, documentation of excellent written communication skills, and clarity and strength of professional goals.

Candidates for admission to the CAS programs must file the following materials with the College postmarked by the application deadline. All application materials should be submitted to the Office of Graduate Admissions, 134 School Street, Gorham, ME 04038. Applications materials must include:

a) Two completed copies of the Application for Admission to Graduate Study, including an essay (see below), and a $50.00 nonrefundable application fee;

b) Two copies of official transcripts from all previous college/university graduate coursework;

c) Three letters of recommendation attesting to the applicant's knowledge of current scholarship, capacity to connect theory and practice in posing and solving educational problems, achievement of excellence in educational practice, and demonstrated capability and motivation to engage in advanced graduate study. Recommendations must be received either directly from the recommender or forwarded by the applicant in sealed envelopes with the recommender's signature over the seal;

d) A brief essay (500-750 words) which includes the applicant's reason(s) for pursuing advanced graduate study; the proposed focus of the applicant's program, including specific courses if known; and an explanation of how the proposed program fits the applicant's personal and professional goals.

e) Additional or other special admission requirements specified by the program.

Admission to Certificate of Graduate Study Programs

Criteria for admission include successful completion of a bachelor's degree and relevant professional experience. To earn a certificate, students must complete 75 percent of the required coursework at USM, and earn a grade of B (3.0) or better in each course. Candidates must submit all application materials directly to the Office of Graduate Admissions, 134 School St., Gorham, ME 04038. Candidates for admission must submit:

a) Application for Certificate Program, including a $15.00 nonrefundable application fee;

b) Official transcripts or copies of official transcripts from all colleges and universities from which you received a degree;

c) Current resume;

d) Personal statement;

e) Additional or other special admission requirements specified by program.

Credits earned through enrollment in a certificate program are transferrable to the respective graduate programs under the transfer credit policies outlined below. However, acceptance to a certificate program does not constitute acceptance to a master's or post-master's certificate of advanced study program. Applications for degree status must be made under separate cover under the guidelines above.

Application Deadlines

Master's Degree Programs

Adult Education	Rolling
Counseling	February 1
Educational Leadership	February 1 and September 15
English as a Second Language	February 1 and September 15
Literacy Education	February 1 and September 15
Applied Literacy	Rolling
School Psychology	December 1
Special Education	February 1 and September 15
Teacher Education	
Extended Teacher Education Program (ETEP)	January 9 (see ETEP application handbook for further information)

Doctoral Degree Programs

School Psychology	December 1
Post-Master's Certificates of Advanced Study	February 1 and September 15
Certificates of Graduate Study	Rolling
Certificate in Applied Behavior Analysis	December 15

Admissions Appeals

Applicants may appeal an admissions decision by submitting a written appeal to the department chair for the appropriate program within 30 days of notification of rejection. The appeal will be reviewed by the appropriate program faculty and the chair will notify the applicant of action taken on the appeal. Should the applicant wish to pursue the appeal process further, a written appeal should be submitted to the dean of the College of Education and Human Development. Further appeals may be made to the associate provost and dean of Graduate Studies.

Admission and Academic Policies

In addition to the general policies described in the Academic Policies chapter of this catalog, specific policies for education programs are as follows:

Transfer Credit Please refer to the Special Admission Requirements section within each program to see the policy on transfer credits for that program. Graduate students in graduate-level programs at other universities may transfer into our programs, bringing some or all of their credits with them if the program from which they are transferring is an approved program from an accredited university. Requests for transfer courses must be included on the graduate application, and will be considered on a course-by-course basis at the time of admission. Additional transfer policies may be listed under individual programs.

Admission Credit A maximum of six credits taken during the semester of application may be approved by the appropriate department chair for admission credit. These are in addition to transfer credits. In exceptional cases, students may petition to have additional credits accepted, upon admission to a program.

Undergraduate Credits Graduate credit will not be given for courses taken to fulfill undergraduate degree requirements. Any other advanced undergraduate-level courses must be approved in advance by appropriate College of Education and Human Development graduate faculty if those credits are to be applied to fulfill graduate program requirements.

Course Waivers Should a student wish to waive course requirements or request course substitutions, he or she must contact his or her faculty advisor to work out program changes. No more than six hours of academic credit may be waived or substituted. Waived courses must be substituted with elective credits.

Comprehensive Examination/Portfolio/Practicum/Capstone Project All degree students must complete a comprehensive examination/portfolio/practicum/capstone project that will assess the student's breadth and depth of knowledge of the program field. Please consult each program of study for specific information regarding comprehensives, portfolios, practica, or capstone projects.

Degree students will have an opportunity to receive an examination briefing at least two weeks prior to the examination date, and the criteria to be used in evaluating the examination will be available in written form. In addition, students have the right to receive an explanation of the examination results.

Master's Thesis A degree student may earn up to six credit hours for completing a master's thesis. Students are encouraged to consult with their faculty advisor regarding thesis requirements.

Teacher Education Program Policy The faculty of the College of Education and Human Development reserve the right to accept and retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal suitability for teaching. The program maintains the ability to change admission and/or program requirements as needed to meet changes in state certification standards.

Governance The Executive Council, comprised of Department chairs and selected faculty and staff from the College, is the governing body for program review and evaluation for all advanced level professional education programs at USM. The Teacher Education Council, comprised of deans, department chairs, faculty, and school representatives from all programs offering initial teacher preparation, is the governing body for program review and evaluation for initial level teacher education programs at USM.

Technology Standards
Recommended Entry Standards for Students in CEHD
In order to engage successfully in program and department communication and in course learning activities, students should be able to:
- operate a computer system in order to use software successfully
- use e-mail communication applications, e.g., attachments, nicknames, signature; sending, replying, forwarding; cutting and pasting from documents; utilizing a listserv; organizing messages

- access and use appropriate library databases
- use word-processing productivity tools
- access and use the World Wide Web
- use remote access to University (if applicable)

Students admitted into programs in CEHD who need further training in any of the above areas should use the following resources for computer support:

USM computer workshops (call 780-4029 for more information)
USM Extension workshops (call 780-5900)
USM computer labs (Portland, Gorham, and Lewiston-Auburn College campuses)
USM HELP!Desk: 780-4029

Graduate Assistantships

A limited number of graduate assistantships are available for graduate students. Assistants must carry a minimum of six graduate credit hours per semester. Duties may involve teaching, research, advising, office administration, and supervision of students/interns. Applications for assistantships are available from the CEHD Dean's Office, 117 Bailey Hall. The recommended application deadline is March 1.

Graduate Scholarships

The College of Education and Human Development has limited tuition scholarships available for continuing CEHD graduate students. Awards are based on academic merit, professional promise, and financial need. Recipients must be currently matriculated students or applicants intending to take six or more graduate credits per semester during the following year. Applications for graduate scholarships are available each January from the CEHD Dean's Office, 117 Bailey Hall, and are due March 1.

Assessment Center Lab Fees

The Assessment Center lab fees will be charged to all students who enroll in the specified classes for which Assessment Center materials are required. All students, regardless of campus or location, are expected to pay the fees because the tests are mailed to students who take the courses from a distance. If a course instructor decides to require use of the Assessment Center as part of a course, and that course does not have a lab fee collected at the time of registration, the Assessment Center reserves the right to charge each student in the class a one-time lab fee of no more than $50 to cover the costs associated with their use of Center materials for that class.

Professional Licensure and Certification Notice

Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

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

The 12-credit Certificate of Graduate Study in Culturally Responsive Practices is offered to accommodate individuals who wish to obtain a basic background in culturally responsive practices in education and human development, especially: teachers, educational technicians, counselors, and leaders in education.

Special Admission Process and Requirements

Applications to the certificate program will be reviewed periodically by an admissions committee during the academic year. This committee will include members from Multicultural Education Programs, including the diversity scholars, HRD coordinator, and members of the departments within the College of Education and Human Development. Incomplete applications will not be accepted.

Application materials and scholarship information may be obtained by contacting:

Linda Evans, director
Multicultural Education Programs
University of Southern Maine
62 School Street, Gorham, ME 04038
(207) 780-5564
www.usm.maine.edu/cehd/Culturally_Responsive_Practices/index.htm

Applications and materials need to be submitted to the Office of Graduate Admissions, 134 School St., Gorham, ME 04038.

Program Requirements

Courses included in the 12-credit certificate program

EDU	559	Aspects of Reading for Multicultural Learners
EDU	562	Linguistic and Cultural Diversity in the Classroom
EDU	610	The Professional Teacher in a Democratic Society
HCE	507	Spirituality and Religion in Counseling
HCE	612	Disability and Family in a Multicultural Society
HRD	545	Gender and Learning
HRD	643	Multicultural Adult Development
HRD	646	Global Perspectives of Adult Education and Practices
HRD	664	Culture, Tradition, and Diversity
HRD	699	Independent Study in Human Development *(open to CEHD matriculated students only)*
SED	540	Nature and Needs of Learners Who are Exceptional

Other electives as approved by program advisor

Master of Science in Adult Education

The master of science in adult education is the only graduate program of its kind in northern New England. Established in 1972 to meet the region's need for trained public school administrators of adult education programs, the program today prepares educators for a variety of human resource development roles in all types of organizational and community settings. Today's students are also educators in non-school settings—hospitals, recreation agencies, businesses, and human service organizations. Most seek professional competence and recognition for a position currently held. Usually, the student is a professional with credentials in a specified field such as nursing, social work, counseling, criminal justice, or education and now practices that profession through an adult educator role. These roles include those of trainer, teacher, staff development specialist, program designer, or organizational change agent. Other students contemplate career change or entry and see adult education as a versatile field with strong growth potential.

Online Courses

The adult education program offers online courses. Students wishing to complete the program from a distance can do so by selecting online courses during the fall and spring semesters and taking one-week intensive campus-based electives during the summer.

Special Admission Requirements

In place of the standard essay required on the graduate application, candidates should provide a 3-5 page narrative, which addresses the following topics:

a) relevant educational and experiential background;
b) reasons for wanting to be in a helping profession;
c) commitment to pursuing a career in adult education;
d) reasons for seeking admission to the program;
e) a statement of personal philosophy;
f) a statement of personal strengths and weaknesses.

The narrative will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses.

The admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information. During the interview, issues

relating to the following topics will be covered: a) self-awareness; b) awareness of social issues; c) awareness of others as persons; d) communication skills; and e) commitment to the field.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than five years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program faculty in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the *Admissions and Academic Policies* section.

Graduate students in master's level adult education programs at other universities may transfer into the program if they take their final 12 hours, including directed study or internship and graduate seminar, in USM's adult education program. A maximum of 9 credits in self-designed coursework may be counted toward this degree.

Program Requirements

The master of science in adult education requires 42 credits of coursework. Students must also submit a professional portfolio to complete the degree.

Basic Core (15 credits)

EDU	600	Research Methods and Techniques
HRD	600	History and Philosophy of Adult Education
HRD	604	Self-Directed Education: Orientation (1 credit)
HRD	605	Self-Directed Education: Review and Focus (1 credit)
HRD	606	Self-Directed Education: Comprehensive Essay (1 credit)
HRD	631	The Adult Learner
HRD	643	Multicultural Adult Development

Middle Core (12 credits required from the following)

Choose one of the following three courses:

HCE	620	Fundamentals of Counseling Theories
HCE	621	Fundamentals of Counseling Skills
HCE	626	Group Process and Procedures
HRD	601	Marketing Training and Adult Education
HRD	630	Facilitating Adult Learning
HRD	632	Program Development in Adult Education and Human Resource Development
HRD	633	Managing Adult Education and Human Resource Development
HRD	635	Training and Development
HRD	653	Consulting: Fundamentals and Practice
HRD	667	Action Research and Evaluation Methodologies

Field-Based Practice Courses (3 credits)

HRD	687	Internship in Adult Education and Human Resource Development **or**
HRD	698	Directed Study in Adult Education and Human Resource Development

Senior Course (3 credits)

HRD	649	Seminar in Adult Education and Human Resource Development

Electives (9 credits)

Students may cluster their electives into a concentration in consultation with their faculty advisor.

EDU	559	Aspects of Reading for Multilingual Learners
EDU	561	Aspects of the English Language
EDU	562	Linguistic and Cultural Diversity in the Classroom
EDU	671	Organizational Behavior
EDU	678	School Law (state director certification)
EDU	679	Evaluation and Supervision of School Personnel (state director certification)
EDU	683	School Finance (state director certification)
HCE	604	Career Development

HRD	545	Gender and Learning
HRD	555	Introduction to Student Affairs in Higher Education
HRD	556	Summer Institute in Student Affairs
HRD	557	Gerontology for Educators
HRD	558	Summer Institute in Educational Gerontology: Aging and Life Review
HRD	559	Summer Institute in Educational Gerontology: Aging, Death, and Bereavement
HRD	637	Community Education
HRD	639	The Heart of Teaching
HRD	646	Global Perspectives of Adult Education and Practices
HRD	647	Work and Learning Institute
HRD	693	Life Stories, Personal Mythmaking, and Spiritual Development
HRD	699	Independent Study in Human Resource Development

Post-Master's Certificate of Advanced Study in Adult Learning

The post-master's certificate of advanced study in adult learning is designed for the experienced educator—teacher, counselor, administrator, program planner, or policy maker—who works with adults in any educational setting, or seeks to explore the use of adult learning strategies as an alternative educational approach for working with younger learners. The 30-credit program emphasizes personal learning as a central theme, both as an approach to educator development and as a set of concepts and tools for working with adults in schools, businesses, social service agencies, hospitals, and other community organizations where adult education programs are planned and delivered. This is an individualized, flexible program which permits students to apply their learning to field-based projects.

Special Admissions Requirements

Candidates should have a master's degree in adult education or a related field from a regionally accredited college or university and at least 2 years of experience in professional practice. Professional practice may include, but is not limited to, work in student affairs in higher education, training, teaching in a variety of contexts, program administration, or community education. In addition to the general requirements of the college, candidates should provide a narrative that includes:

   a. an integrated essay of approximately 1,000 words that includes a brief autobiography, referencing study in master's degree and related experience, professional training, and credentials
   b. overall goal to be accomplished through the program
   c. future aspirations and professional development needs
   d. tentative list of proposed coursework

Note: Candidates whose master's degree and/or work experiences are not strongly related to adult education will be advised to apply to the master's in adult education program.

Transfer Policy

Up to six post-master's graduate credits may be accepted by the Certificate of Advanced Study admission committee, provided these credits relate to the CAS in adult learning and were earned no more than five years prior to matriculation in the CAS with a grade of B or better.

Program Requirements

Required Courses (9 credits)

EDU	660	CAS Seminar
HRD	600	History and Philosophy of Adult Education
HRD	631	The Adult Learner

The HRD courses will be waived for students who have a master's degree in adult education or who have taken them previously. These students will take 6 credits of advisor-approved coursework instead.

Electives (18 credits)

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

A field-based capstone project will be completed as one of the following: a field-based study; a public policy initiative; a publishable empirical research and/or theory paper; or a personal learning curriculum for adults. Students will present their projects in a seminar of faculty and peers.

Master of Science in Counseling

Within the area of counselor education, the College offers a master's degree, certificate programs, and a post-master's certificate of advanced study. The master of science in counseling degree provides its graduates with the counseling knowledge and skills used in school, clinical mental health, and rehabilitation settings. Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual specialties—school counseling, clinical mental health counseling, and rehabilitation counseling. The Mental Health Rehabilitation Technician/Community Certificate Program may be taken independently of the master's degree. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework.

The mission of the counselor education program is to prepare counselors for ethical practice. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Program Description

The master's program in counseling provides students with counseling knowledge and skills used in school, agency, private practice, and rehabilitation settings. Students study human development and behavior, individual counseling theory and skills, group theory and dynamics, research methodology, psychological measurement and evaluation, as well as courses in the individual specialty areas of school counseling, clinical mental health counseling, and rehabilitation counseling. Program training includes traditional university-based courses, distance education, and clinical instruction. The program provides an integrated and conceptually sound framework of knowledge, skills, and self awareness as a foundation for ethical practice in the fields of counseling and rehabilitation. In addition, the program provides leadership for the counseling profession at the state, regional, and national levels.

Students in the counseling program will be able to:

a) demonstrate knowledge of core curriculum.
b) demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation).
c) demonstrate knowledge and skills in addressing issues of diversity
d) apply individual and group counseling skills and techniques
e) reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs.
f) analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.

The master of science in counseling degree is divided into three specialty areas: school counseling, clinical mental health counseling, and rehabilitation counseling. Depending on the specialty area, the counselor education program requires 54-63 credit hours of coursework, which includes core courses, required specialty courses, and electives. In addition to coursework, each student must successfully pass the Counselor Preparation Comprehensive Examination (CPCE).

The counselor education program holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) for the clinical mental health and school counseling specialties, and from the Council on Rehabilitation Education (CORE) for the rehabilitation specialty.

Special Admission Requirements

In addition to the general requirements of the College, candidates to the master's program should provide a narrative, preferably typed, in the form of an autobiography that relates the applicant's experiences that have led to an interest in counseling

and application to the counselor education program. It should be limited to three typewritten, double-spaced pages which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses.

The admissions process requires a formal interview. Candidates to be interviewed will be rated on three areas of personal criteria: a) understanding of and commitment to the counseling field; b) self-awareness; and c) thinking skills/decision making ability. As part of the interview, applicants will be required to provide a brief, spontaneous writing sample.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section.

Graduate students in master's level counseling programs at other accredited universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM's counselor education program.

Professional Licensure and Certification Notice Students with a criminal record who are pursuing degrees leading to application for professional licensure or certification should contact the appropriate licensure or certification body prior to matriculation to ensure eligibility.

I. School Counseling Specialty

The school counseling specialty requires a total of 60 credit hours of coursework. Upon completion, students are eligible for certification from the Maine Department of Education in the area of school guidance and counseling, levels K-12. Certified graduates are qualified to become employed in elementary, middle, and secondary schools in Maine. Students are trained to become specialists in the planning and delivery of comprehensive developmental school counseling programs that reflect current research and validated paradigms. Graduates of this specialty are eligible to sit for the National Counselor Examination. The school counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Program Requirements
Core Courses (36 credits)

EDU	600	Research Methods and Techniques
HCE	500	Orientation to the Counseling Profession
HCE	604	Career Development
HCE	605	Psychological Measurement and Evaluation
HCE	620	Fundamentals of Counseling Theories
HCE	621	Fundamentals of Counseling Skills
HCE	626	Group Process and Procedures
HCE	627	Group Counseling
HCE	690	Individual Counseling Practicum Seminar
HCE	691	Practicum in Individual Counseling Laboratory
HRD	664	Culture, Tradition, and Diversity
HRD	668	Human Development

Required Specialty Courses (15 credits)

HCE	607	School Guidance Programs and Services
HCE	609	The Practice of School Counseling
HCE	622	Counseling Children and Adolescents
HCE	686	Internship in Counselor Education (6 credits - 600 hours)

Electives (9 credits)

Note: To receive certification as a school counselor in the state of Maine, students must take an exceptionalities course. This may be an undergraduate or graduate course. If you choose to take a graduate course, we recommend SED 540 Nature and Needs of Learners Who Are Exceptional.

II. Clinical Mental Health Counseling Specialty

The clinical mental health counseling specialty requires a total of 63 credit hours of coursework. The specialty offers students a comprehensive array of studies which integrates the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health and human service system with the roles, functions, skills, and professional identity of clinical counselors. Coursework will focus on the diagnosis, treatment, and prevention of mental and emotional disorders, and the general principles and practices for the promotion of optimal mental health. During the final portion of their coursework, students will intern under the supervision of a licensed mental health worker. An individual graduating from this specialty will be eligible to sit for the National Counselor Examination (NCE) and it will also prepare them to be licensed as a clinical professional counselor (LCPC) in Maine. The clinical mental health counseling specialty holds accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Program Requirements
Core Courses (36 credits)

EDU	600	Research Methods and Techniques
HCE	500	Orientation to the Counseling Profession
HCE	604	Career Development
HCE	605	Psychological Measurement and Evaluation
HCE	620	Fundamentals of Counseling Theories
HCE	621	Fundamentals of Counseling Skills
HCE	626	Group Process and Procedures
HCE	627	Group Counseling
HCE	690	Individual Counseling Practicum Seminar
HCE	691	Practicum in Individual Counseling Laboratory
HRD	664	Culture, Tradition, and Diversity
HRD	668	Human Development

Required Specialty Courses (18 credits)

HCE	640	Professional Issues for Mental Health Counselors
HCE	644	Crisis Intervention
HCE	645	Diagnosis and Treatment Planning
HCE	686	Internship in Counselor Education (9 credits - 900 hours)

Electives (9 credits)

Substance Abuse Counseling Expertise Area

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master's degree. This expertise is available as part of the clinical mental health counseling specialty. Students who complete this expertise area as part of their master's degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine. The following courses are required for the expertise area:

HCE 642	Perspectives on Chemical Dependency
HCE 643	Psychopharmacology and Substance-Related Disorders
HCE 644	Crisis Intervention
HCE 650	Basic Concepts of Systems Theory and Family Therapy
HCE 686	Internship in Counselor Education (6 credits - 600 hours in an in-patient/out-patient substance abuse treatment facility)

III. Rehabilitation Counseling Specialty

The rehabilitation counseling specialty requires a total of 54 credit hours of coursework. The specialty is intended to promote quality rehabilitation services to persons with disabilities through the education of rehabilitation professionals, providing services to rehabilitation organizations, and sponsorship of rehabilitation-related research and training. The graduate program's primary goal is to help students acquire the basic foundation, knowledge, skills, and experiences necessary to enter the profession of rehabilitation counseling and practice effectively as rehabilitation counselors.

The program's mission is achieved through pursuit of the following objectives:
To teach students the basic philosophic tenets of rehabilitation, specifically:
a) the value, worth, dignity, and capabilities of all people;
b) the right of all people to full societal participation with individuals in settings of their choice;
c) the treatment of persons with disabilities as equal partners in the rehabilitation process;
d) the emphasis on societal, community, and professional change as much as individual change;
e) the importance of hope, individual capacity, community inclusion, support, and education; and
f) the adherence to the Code of Professional Ethics for Rehabilitation Counselors.

To provide the practical knowledge and skills so that students become competent rehabilitation counselors in a wide variety of settings through:
a) the use of class and community experiences to acquaint students with rehabilitation philosophies, methods, and organizations;
b) the exposure to varied, experiential and field-based learning in rehabilitation counseling.

To offer services, training, and research to area rehabilitation agencies, consumer groups, and professional organizations through faculty and students:
a) participation on local professional and consumer boards and committees;
b) presentation at local and regional conferences;
c) provision of local in-service training and consultations.

This program is designed to provide students with the basic competencies to provide rehabilitation counseling to a broad range of individuals with disabilities in a variety of settings, such as state vocational rehabilitation facilities, independent living centers, rehabilitation hospitals, employment assistance programs, private industry, the veteran's administration, and private-for-profit rehabilitation companies. The rehabilitation counseling specialty holds accreditation from the Council on Rehabilitation Education (CORE).

The rehabilitation counseling specialty focuses on the medical, psychological, vocational, and societal issues that surround people with disabilities and the practice of rehabilitation. Students are also offered practicum and internship experiences in community agencies that promote equity and empowerment of people with disabilities. Upon completion of their degree, students are eligible to take a national exam that qualifies them as certified rehabilitation counselors (CRC). Graduates of this specialty become employed in public, private, and nonprofit rehabilitation agencies in Maine and across the country.

Students are eligible to receive the MHRT/community certificate from the state of Maine upon completion of the degree program.

Program Requirements

Core Courses (27 credits)

EDU	600	Research Methods and Techniques
HCE	605	Psychological Measurement and Evaluation
HCE	620	Fundamentals of Counseling Theories
HCE	621	Fundamentals of Counseling Skills
HCE	626	Group Process and Procedures
HCE	627	Group Counseling
HCE	690	Individual Counseling Practicum Seminar
HCE	691	Practicum in Individual Counseling Laboratory
HRD	668	Human Development

Required Specialty Courses (24 credits)

HCE	610	Introduction to Rehabilitation Counseling and Services
HCE	611	Medical and Psychological Aspects of Disability and Rehabilitation
HCE	612	Disability and Family in a Multicultural Society
HCE	614	Principles of Psychosocial Rehabilitation
HCE	615	Vocational Counseling and Placement in Rehabilitation
HCE	619	Myth, Madness, and Mental Illness
HCE	686	Internship in Counselor Education (6 credits - 600 hours)

Electives (3 credits)

Post-Master's Certificate of Advanced Study in Counseling

The post-master's certificate of advanced study (CAS) in counseling is designed to offer a broad range of professional development opportunities for practicing counselors. The overall goal of the certificate program is to enhance and enrich the counselor's educational foundation and to give focus to advanced knowledge and skills that will shape future professional practice. The CAS in counseling requires 30 credit hours of graduate coursework. Students will work cooperatively with faculty to design a certificate program that is substantive, developmental and focused, and may also take advantage of special certification options in counseling supervision, play therapy, substance abuse counseling, rehabilitation counseling, and couple and family therapy.

Special Admission Requirements

Candidates should have a master's degree in counseling or allied field and, preferably, two years of experience in professional practice. In addition to the general requirements of the College, candidates should provide a proposed plan of study for the CAS that includes:
   a) a brief autobiography, including the area of study in the master's degree and related experience, professional training, and credentials;
   b) overall goal to be accomplished through the program;
   c) future aspirations and professional development needs;
   d) proposed coursework, including a tentative list of courses or other curricular experiences.

Transfer Policy

Students may not transfer courses that were part of a master's degree of fewer than 60 credits toward the CAS. Up to six post-master's graduate credits may be accepted by the CAS admissions committee, provided these credits were earned no more than three years prior to matriculation in the CAS and were completed with a grade of B or better.

Students may be able to apply up to 12 credits that were part of a master's degree that required 60 or more credits toward the CAS. These courses must be directly related to the student's proposed CAS program of study, provided these credits are approved by the counselor education program faculty and were completed with a grade of B or better.

Program Requirements

Core Course (3 credits)
   EDU   660   CAS Seminar (3 credits)
Focus Area (27 credits)
   Students can pursue one or more of the focus areas detailed below, or design a professionally relevant focus area of their own with the assistance of a faculty advisor.
Portfolio
   Students develop a professional portfolio describing progress toward professional goals while in the CAS program. Portfolios are used in final seminars as the basis for discussion, summary, and sharing among completing students.
Focus Areas
   Clinical Supervision
   HCE   681   Clinical Supervision
   HCE   687   Internship in Clinical Supervision
   HCE   694   Practicum in Individual Supervision
   Electives: 18 credits selected in consultation with an advisor
   Play Therapy
   HCE   623   Theories and Applications of Play Therapy: Summer Institute
   Electives: 24 credits selected in consultation with an advisor. At least two courses (6 credits) must be selected from the following list to qualify for national certification:
   HCE   622   Counseling Children and Adolescents
   HCE   624   Child-Centered Play Therapy

HCE	625	Adlerian Play Therapy
HCE	687	Internship in Clinical Supervision (play therapy placement)
HCE	694	Practicum in Individual Supervision (play therapy placement)
HCE	695	Practicum in Play Therapy

Self-Designed

With the assistance of their faculty advisor, students may design a program of study that fulfills their individual learning goals. This option may also be used to obtain state certification in rehabilitation or school counseling, or state licensure as a substance abuse counselor.

Mental Health Rehabilitation Technician (MHRT)/ Community Certificate

The MHRT/community certificate program is especially suited for practitioners who work in the mental health system and desire training in psychosocial rehabilitation, and persons with prior graduate training who need flexible coursework to update their skills and knowledge in the psychosocial rehabilitation approach. Persons with a bachelor's degree and one year direct experience in the mental health field may apply for the five-course sequence. Applications and materials need to be submitted to the Office of Graduate Admissions, 134 School St., Gorham, ME 04038. For more information about the program and application materials, see the CEHD Web site at www.usm.maine.edu/cehd/counselor-education/mhrt.htm. The five-course program described below leads to the MHRT/community certificate and can also lead to the new state employment specialist certificate.

HCE	610	Introduction to Rehabilitation Counseling and Services
HCE	611	Medical and Psychological Aspects of Disability and Rehabilitation
HCE	612	Disability and Family in a Multicultural Society
HCE	614	Principles of Psychosocial Rehabilitation
HCE	615	Vocational Counseling and Placement in Rehabilitation **or**
HCE	619	Myth, Madness, and Mental Illness

Master of Science in Education in Educational Leadership

The master of science in education in educational leadership focuses on the preparation of leaders for educational settings that promote equal learning opportunities for all students. The 39-credit program of study is designed to develop general leadership perspectives and specific technical skills for people assuming roles as principals, special education directors, curriculum coordinators, or teacher leaders.

The educational leadership program is divided into three areas of study: administration, for certification as school principal; administration, for certification as a director of special education; and teacher leadership (Professional Teacher in a Democratic Society). Graduates of the educational leadership program will be able to:

a) evaluate research and use it as a tool to improve educational practice;
b) analyze and understand teaching as a science, an art, and a craft and develop strategies for its improvement;
c) plan, implement, and evaluate programs of instruction that promote learning for all students;
d) establish clear learning standards and multiple forms of assessment of student learning;
e) work effectively as a member of a team and as a collaborative change agent;
f) demonstrate reflective practice tools, strategies, and habits of mind; and
g) utilize appropriate communication when interacting with the internal and external environments.

In addition to these common outcomes, graduates of the administration strands leading to certification as a school principal or director of special education programs will be able to:

a) understand the culture of schools, leadership theories, and the impact of the leadership function;
b) assess school climate and culture and develop a positive organizational environment for adult and student learning;
c) understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning;

d) fulfill the daily operations and management requirements of the principalship or directorship;

e) understand legal constraints and precedents which dictate educational policy and practice;

f) supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice;

g) understand and apply knowledge about adult learning and teacher development.

The teacher leadership area of study engages experienced teachers in thoughtful examination of the demands and rewards of teaching in a democratic society. Although the program may lead to certification as curriculum coordinator or other administrative roles, it is equally appropriate for the classroom teacher who simply wants to make a difference in her or his setting. In addition to the common elements listed above, graduates of the teacher leadership area (the Professional Teacher in a Democratic Society) will be able to:

a) evaluate the societal values, trends, and issues that impact education;

b) evaluate potential roles, responsibilities, and standards for professional teachers in a democratic society;

c) develop culturally responsive strategies that foster inclusion and access for all students;

d) assess both student outcomes and features of learning communities, using both qualitative and quantitative data;

e) demonstrate expertise in an area of concentration relevant to their own settings; and

f) complete extensive action research projects drawing upon multiple resources and strategies.

Special Admission Requirements

In addition to the general requirements of the College, applicants to the educational leadership program should provide evidence of strong overall undergraduate performance; and, in the administrative strand, evidence of three or more years of teaching experience; a well-written, thoughtful personal statement; recommendations from persons able to comment from direct knowledge of the applicant's potential for success as a building administrator, special education director, or teacher leader; and evidence of other related academic or professional experiences.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than five years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section.

Program Requirements for Certification as a School Principal (36 credits)

EDU	600	Research Methods and Techniques
EDU	605	Teaching, Learning, and Assessment
EDU	603	Analysis of Teaching **or**
EDU	617	Teaching in the Middle Level School
EDU	604	Curriculum Development **or**
EDU	615	Middle Level Curriculum and Organization
EDU	670	Introduction to Administration
EDU	671	Organizational Behavior
EDU	677	Seminar in School Management
EDU	678	School Law
EDU	679	Evaluation and Supervision of School Personnel
EDU	685	Internship in Administration (three semesters, nine credits)

Program Requirements for Certification as a Director of Special Education (36 credits)

EDU	600	Research Methods and Techniques
EDU	603	Analysis of Teaching
EDU	671	Organizational Behavior
EDU	677	Seminar in School Management

EDU	678	School Law
EDU	679	Evaluation and Supervision of School Personnel
EDU	686	Internship in Special Education Administration (three semesters, nine credits)
SED	618	Programming for Learners with Special Needs
SED	682	Special Education Law
SED	684	Administration in Special Education

Program Requirements for Professional Teacher in a Democratic Society (39 credits)
Course Requirements

EDU	600	Research Methods and Techniques
EDU	601	Naturalistic Inquiry and Qualitative Research
EDU	603	Analysis of Teaching
EDU	605	Teaching, Learning, and Assessment
EDU	608	Curricular Contexts for Teaching in a Democratic Society
EDU	610	The Professional Teacher in a Democratic Society
EDU	680	Professional Learning in Schools

Capstone (6 credits)

| EDU | 612 | Practicum/Seminar |

Concentration (12 credits)

Self-Designed Concentration

Students may design individual concentrations under the supervision and with the approval of their advisors.

Curriculum Concentration

These courses may be applied toward certification as a curriculum coordinator in Maine.

EDU	670	Introduction to Administration
EDU	671	Organizational Behavior
EDU	679	Evaluation and Supervision of School Personnel

One additional curriculum course
One HCE or HRD course such as

| HCE | 626 | Group Process and Procedures |
| HRD | 631 | The Adult Learner |

Special education requirement met in undergraduate or inservice education.

Middle Level Concentration

EDU	514	Improving Teaching in Content Areas through Literacy
EDU	615	Middle Level Curriculum and Organization
EDU	617	Teaching in the Middle Level School
EDU	619	Special Topics in Middle Level Education
HRD	669	Adolescent Development

Note: In order to earn middle-level endorsement, candidates must also complete 18 credit hours in each of two academic disciplines.

Post-Master's Certificate of Advanced Study in Educational Leadership

The post-master's certificate of advanced study program in educational leadership is designed to meet the needs of practicing educators, including teachers, principals, curriculum directors, and superintendents, who are interested in pursuing advanced academic work in educational reform and leadership. The CAS requires 30 credit hours of graduate coursework beyond the master's degree, including an introductory seminar and a 3-6 credit capstone experience. Students engage in careful reading of research and scholarship, oral and written presentations, and applied projects. As a result of completing this program, students will have demonstrated: self-assessment and reflective practice tools, skills, and habits of mind; research design and methodological decision-making skills; advanced oral and written communication skills; knowledge of current scholarship in educational reform and leadership; and capacity for connecting theory and practice in posing and solving edu-

cational problems. Maine certification as a principal, assistant principal, or curriculum coordinator may be earned through the CAS program.

Program Requirements
EDU   660   CAS Seminar (3 credits)

Self-designed Concentration (21-24 credits)
Graduate coursework may be taken in any existing graduate program within the College of Education and Human Development or USM's Muskie School of Public Service, School of Business, and College of Arts and Sciences or from other institutions, upon approval of the faculty advisor.

Capstone Project (3-6 credits)
Three capstone project options are available: EDU 612 Practicum/Seminar; EDU 685/686/687 Internship in Administration/Special Education Administration/ Superintendency; or EDU 665 CAS Directed Study.

Assistant Principal Certificate

The assistant principal certificate program is designed to meet the state requirements for assistant principal certification in Maine and to provide a foundation for graduate work in educational administration. This 12-credit program consists of 4 courses:

EDU   670   Introduction to Administration
EDU   671   Organizational Behavior
EDU   678   School Law
EDU   679   Evaluation and Supervision of School Personnel

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied state requirements for a Maine assistant principal's certificate but will have completed a significant part of the entry and foundation coursework for a master's degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae. Although credits from the certificate program may be transferable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.

Athletic Administrator Certificate

The athletic administrator certificate program is designed to prepare graduates for the responsibilities of the athletic administrator in middle and high schools in Maine. Students who complete the athletic administrator certificate program will not only have impressive graduate background in athletic administration, but will have satisfied the state course requirements for a Maine assistant principal's certificate. In addition, graduates will have completed a significant part of the entry and foundation coursework for a master's in educational leadership. Courses may be taken in any sequence. Upon completion of the program, students will be awarded USM certificates for both athletic administration and the assistant principalship, which can be included on résumés and job applications. Upon submission of the USM transcript, the state office of certification will issue a state of Maine assistant principal certificate to candidates with appropriate professional prerequisites established by the state of Maine. Although 12 of the 18 credit hours earned in this program (indicated by single asterisks below) can be transferred into a master's program, students who wish to matriculate into the master's program must apply separately for admission.

EDU   670   Introduction to Administration
EDU   671   Organizational Behavior
EDU   678   School Law
EDU   679   Evaluation and Supervision of School Personnel
*EDUX 690   Introduction to Athletic Administration
*EDUX 691   Sports Law and Regulation Compliance

*These courses will be offered every three years (2009-2010)

Middle Level Education Certificate

The middle level education certificate program is designed to meet the professional knowledge certificate requirements for the middle level teacher endorsement in Maine and to provide a foundation for graduate work in middle level education. (Students seeking middle-level endorsement are also required to meet the academic content area requirements as established by the State.) This 12-credit program consists of 4 courses:

EDU   514   Improving Teaching in Content Areas through Literacy
EDU   615   Middle Level Curriculum and Organization

| EDU | 617 | Teaching in the Middle Level School |
| HRD | 669 | Adolescent Development |

Courses may be taken in any sequence. At the conclusion of the certificate program, students will not only have satisfied the professional knowledge area state requirements for middle level teacher endorsement but will have completed a significant part of the coursework for the master's degree in educational leadership. In addition, they will receive USM certificates of program completion which can be cited on résumés and vitae. Although credits from the certificate program may be transferrable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.

Master of Science in Education in Literacy Education

The master of science in education in literacy education, an advanced certification for teachers, provides students with a sound theoretical and empirical knowledge base relating to literacy acquisition. The purpose of the program is to enable students to become informed decision makers who are capable of designing and implementing appropriate up-to-date instruction in reading and writing at all levels. Students will acquire the knowledge and skills necessary to become effective advocates for improving literacy instruction in their schools. The program is designed for classroom teachers, literacy teachers, and other experienced educators whose primary responsibility is helping students to become competent users of language. The literacy education program offers the following: a Master of Science in Education in Literacy Education (36 credit hours of coursework and successful completion of a synthesizing project); a Master of Science in Education in Literacy Education with a concentration in English as a Second Language (36 credit hours of coursework and successful completion of a synthesizing project); a Master of Science in Education in Applied Literacy (an option only for ETEP/CLASS/TEAMS); a Post-Master's Certificate of Advanced Study in Literacy Education (30 credit hours of coursework including a capstone experience); a Post-Master's Certificate of Advanced Study in English as a Second Language (30 credit hours of coursework including a capstone experience); and a Certificate of Graduate Study in Literacy. For advising purposes, it is recommended that students take no more than two courses before applying to the program. Individuals seeking Maine certification as a literacy specialist through this program must also pass the Praxis II exam required by the state.

Special Admission Requirements

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than five years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program faculty in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section.

Program Requirements

First Tier Courses (15 credit hours)

| EDU | 511 | Children's Literature **or** |
| EDU | 513 | Adolescent Literature |

| EDU | 559 | Aspects of Reading for Multilingual Learners **or** |
| EDU | 562 | Linguistic and Cultural Diversity in the Classroom |

EDU	600	Research Methods and Techniques
EDU	620	Reading Development and Instruction
EDU	626	The Writing Process

Second Tier Courses (12 credit hours)

| EDU | 514 | Improving Teaching in Content Areas through Literacy |

| EDU | 521 | Electronic Literacy and Education **or** |
| EDU | 622 | Designing and Managing Literacy Instruction, PS-3 |

| EDU | 607 | Teacher Research in Literacy |
| EDU | 621 | Literacy Problems: Assessment and Instruction |

Third Tier Courses (9 credit hours)
EDU   634   Seminar in Literacy Research
EDU   639   Practicum in Literacy Education (6 credits)

Students are advised, in general, to take first tier courses before second tier courses, and to take third tier courses last. Within each tier, the order of courses taken does not matter. Each tier builds on previously taken courses, and upper level courses often have prerequisites.

Concentration in English as a Second Language

The master of science in education in literacy education with a concentration in English as a second language (ESL) provides students with the knowledge base related to language acquisition by English language learners (ELLs). The emphasis is on literacy development in the second language. The program provides classroom practitioners with the skills needed to assess language and implement instruction to improve learners' proficiency for competent second language use.

Program of Study (36 credits)
EDU	514	Improving Teaching in Content Areas through Literacy
EDU	559	Aspects of Reading for Multilingual Learners
EDU	561	Aspects of the English Language*
EDU	562	Linguistic and Cultural Diversity in the Classroom*
EDU	563	ESL Testing and Assessment*
EDU	600	Research Methods and Techniques
EDU	607	Teacher Research in Literacy
EDU	620	Reading Development and Instruction*
EDU	626	The Writing Process*
EDU	635	Seminar in Second Language Literacy
EDU	639	Practicum in Literacy Education (6 credits)

State endorsement in ESL requires prior professional teacher certification as well as coursework in ESL instruction. The master's degree in literacy education with an ESL concentration does not qualify graduates for Maine literacy specialist certification.

*These courses meet state requirements and should be selected with the guidance of an advisor. Further information on the ESL concentration and courses may be obtained from the program coordinator.

Applied Literacy, ETEP option

Please see Master's Degree Options located within the Extended Teacher Education Program section of this catalog (See page 122).

Post-Master's Certificate of Advanced Study in Literacy Education

The post-master's certificate of advanced study program in literacy education is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in literacy education and related areas. The CAS requires 30 credit hours of graduate coursework, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary, depending on the focus of the master's degree and the student's goals. Students will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor. Maine certification as a literacy specialist may be earned through the CAS program. Please consult your advisor.

Program Requirements
EDU 660 CAS Seminar (3 credits)

Electives (24 credits)
With advisor consultation, students may select graduate courses in education or other disciplines that relate to their focus in literacy and contribute to their overall plan of study.

Advanced Seminar in Literacy/Capstone Project (3 credits)
For specific requirements please see the literacy education Web site at www.usm.maine.edu/cehd/Literacy-Education/prog_materials.htm.

Post-Master's Certificate of Advanced Study in English as a Second Language

The post-master's certificate of advanced study in English as a second language (ESL) is designed to meet the needs of classroom teachers, administrators, and other educators who want to pursue advanced graduate study in ESL and related areas and/or earn Maine endorsement as an ESL teacher, K-12. The CAS requires 30 credit hours of graduate coursework beyond the master's degree, including a capstone experience. Students may design a program to suit their needs for advanced study. The program will vary depending on the master's degree focus and the goals of the student. Participants will have considerable choice in designing coursework and projects, and will work closely with a faculty advisor.

Program Requirements
EDU   660   CAS Seminar (3 credits)
Concentration (18 credits, endorsement program)
EDU   559   Aspects of Reading for Multilingual Learners
EDU   561   Aspects of the English Language
EDU   562   Linguistic and Cultural Diversity in the Classroom
EDU   563   ESL Testing and Assessment
EDU   600   Research Methods and Techniques **or**
EDU   607   Teacher Research in Literacy
EDU   635   Seminar in Second Language Literacy
Electives (6 credits)
Advanced Seminar in Literacy/Capstone Project (3 credits)
For specific requirements please see the literacy education Web site at www.usm.maine.edu/cehd/Literacy-Education/prog_materials.htm.

Certificate of Graduate Study in Literacy

The certificate of graduate study in literacy program is offered to accommodate teachers and special education teachers, educational technicians, and other holders of baccalaureate degrees who do not want to complete all of the requirements for a master's degree but who wish to obtain a basic background in literacy. Students who complete program requirements receive official transcript recognition of their work and a certificate from the literacy education program attesting to their completion of coursework in reading and writing instruction. Holders of the certificate have the competencies and proficiency levels needed to plan effective literacy instruction for their students. Although credits from the certificate program may be transferable to a master's program, students who wish to matriculate into a master's program must apply separately for admission.

This 12-credit program consists of four graduate-level courses in literacy education. The courses include:
EDU   511   Children's Literature **or**
EDU   513   Adolescent Literature
EDU   514   Improving Teaching in Content Areas through Literacy **or**
EDU   521   Electronic Literacy and Education
EDU   620   Reading Development and Instruction
EDU   626   The Writing Process
Admission to the literacy certificate program is based on successful completion of a bachelor's degree and an interest in literacy-related issues. For application instructions please refer to the CEHD section on admission to certificate of graduate study programs.

Master of Science in School Psychology

Admission to the master of science in school psychology has been suspended. USM will maintain the actual M.S. in school psychology, as well as its accreditation, until the last of the students admitted as of May 2007 graduate, transfer to the Psy.D., or meet the statute of limitations (6 years).

The master of science in school psychology offers the student comprehensive studies that integrate general psychological content, methodology, and research with educational principles and practitioner skills. The program is based on a data-based

problem-solving model. A more detailed listing of program outcomes can be found in the program handbook. Through practicum training, students are introduced to children's cognitive, social, and emotional behavior; instructional models; teaching styles; and the differential effects of teacher-student interactions and classroom climate. Students demonstrate competencies in assessment and interventions through completion of a comprehensive examination and a performance-based portfolio. During the final portion of the program, students participate in a 1,500 clock hour internship in the public schools, working under the supervision of a licensed psychologist or a certified school psychological service provider. The school psychology program requires 72 credit hours of coursework.

Individuals graduating from this program are eligible for certification as a Nationally Certified School Psychologist, and for certification by the Maine Department of Education as a School Psychological Service Provider. Some graduates may be eligible to sit for the examination leading to licensure as a psychological examiner by the Maine Board of Examiners of Psychologists. The program conforms to training standards specified by the National Association of School Psychologists (NASP), the Maine Department of Education, and the Maine Board of Examiners of Psychologists.

Special Admission Requirements

In addition to the general requirements of the College, candidates should provide a typed narrative, which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses. The narrative should address the following topics:

a) relevant educational and experiential background;
b) reasons for wanting to be in a helping profession;
c) commitment to pursuing a career in school psychology;
d) reasons for seeking admission to the program;
e) a statement of personal philosophy;
f) a statement of personal strengths and weaknesses.

The admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section. Graduate students in master's level school psychology programs at other universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM's school psychology program.

Professional Licensure and Certification Notice Students who are pursuing degrees leading to application for professional licensure or certification, and/or who will be participating in clinical placements, internships, or practica through their USM program should be aware that their host facility may require a criminal background check, finger printing, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in field experiences and internships, it will be up to the host facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a program of study at USM does not guarantee licensure, certification, or employment in the relevant occupation.

Program Requirements (72 credits)

Psychological Foundations (15 credits)

HRD	668	Human Development
SPY	671	Physical Bases of Behavior
SPY	674	Child and Adolescent Psychopathology
SPY	676	Behavioral Principles of Learning

Educational Foundations (9 credits)
SED 540 Nature and Needs of Learners Who Are Exceptional
SED 682 Special Education Law
Elective from graduate education course offerings

Assessment (15 credits)
HCE 605 Psychological Measurement and Evaluation
SED 653/
SPY 672 Assessment of Academic Achievement
SPY 675 Indirect Behavioral Assessment
SPY 677 Cognitive Assessment
SPY 678 Functional Behavioral Assessment

Interventions (9 credits)
HCE 626 Group Process and Procedures
SPY 603 Consultation in School Psychology
SPY 673 Social Foundations of Behavior
SPY 684 Advanced Applied Behavior Analysis

Research (6 credits)
EDU 600 Research Methods and Techniques
SPY 659 Clinical Research Methods

Professional School Psychology (18 credits)
SPY 609 Orientation to School Psychology
SPY 688 Internship in School Psychology (9 Credits, 1,500 hours)
SPY 693 School Psychology Practicum I
SPY 694 School Psychology Practicum II

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Doctor of Psychology (Psy.D.) in School Psychology

The doctor of psychology (Psy.D.) in school psychology provides school psychology practitioners with advanced training in the areas of psychological assessment, interventions, and applied research. The focus of the Psy.D. includes advanced training in school psychology that goes beyond what a student typically acquires during master's-level training. Psy.D. students are expected to demonstrate their research and scholarship through the completion of an applied research project. The Psy.D. course of study includes a minimum of 60 credit hours. During the final portion of the program, students complete a 1,500 clock hour, pre-doctoral internship. Following completion of the Psy.D. program, graduates will be eligible for state certification as a School Psychological Service Provider, and national certification as a Nationally Certified School Psychologist. Following completion of a 1,500 clock-hour, post-doctoral training experience, graduates will also be eligible for licensure as a psychologist.

Admission

In addition to meeting the minimum admission requirements of the College of Education and Human Development, to be eligible for admission to the Psy.D. program, an applicant must meet the following requirements:

1. Hold a baccalaureate degree from an accredited institution;
2. Have earned a cumulative grade point average of 2.75 or higher (on a 4.0 scale) in a baccalaureate degree program; or have earned a cumulative grade point average of 3.25 or higher (on a 4.0 scale) in a master's/graduate degree program;
3. Have earned a score of 1,000 points or above on the combined verbal and quantitative scores on the Graduate Record Examination (GRE), or, for those with certification as a Nationally Certified School Psychologist (NCSP), submit a copy of a current and valid Nationally Certified School Psychologist (NCSP) Certificate and have earned a score of 900 points or above on the combined verbal and quantitative scores on the Graduate Record Examination (GRE);
4. Submit two personal essays (see application form);
5. Provide documentation of professional experiences form (see application form).

The Psy.D. admissions process requires a formal interview. Candidates to be interviewed will be selected on the basis of the above information.

The Psy.D program includes two different sets of course requirements. Those students who were admitted to the Psy.D. program already holding the Nationally Certified School Psychologist (NCSP) credential are required to complete at least 60 credit hours. Those students admitted to the Psy.D. with a bachelor's degree are required to complete at least 117 credit hours. Those students admitted to the Psy.D. who hold a prior graduate degree in a field other than school psychology and who do not hold the NCSP will be required to complete the full 117 credit hour Psy.D. program except for any courses allowed to be transferred (see policy) and any courses waived by program faculty. After admission to the Psy.D., all students with a prior graduate degree may request a transcript review to determine if any courses can be transferred or waived. Transfer credits will be applied to the Psy.D. program. Waived courses must be substituted with courses of the same number of graduate credits from the CEHD graduate catalog.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program chair in exceptional circumstances, including certificates of graduate study program courses. Please also see college transfer credit policies in the CEHD Admission and Academic Policies section. Graduate students in doctoral-level school psychology programs at other universities may transfer into the program if they take their final 21 hours, including the internship requirement, in USM's school psychology program.

If a Psy.D. student is unable or chooses not to complete all program requirement, the student may be eligible for the M.S. in school psychology degree. Psy.D. students seeking to earn the M.S. instead of the Psy.D. in school psychology may apply to transfer into the M.S. program by completing the following steps:

1. Complete an application for the M.S. program that includes the same GRE scores, transcript(s), and letters of recommendation submitted for the Psy.D.;
2. Submit a letter with the M.S. application requesting admission to the M.S. that summarizes the reasons why the student wishes to obtain the M.S. instead of the Psy.D. as the terminal degree;
3. Pay a $25.00 re-application fee with the M.S. application.
4. Provide the above information to the Office of Graduate Admissions no later than December 1 of the year preceding the requested transfer.

Program Requirements for those with the National Certified School Psychologist (NCSP) credential (60-72 credits):

Psychological Foundations (3 credits)
SPY   709   History, Systems, and Ethics of Psychology
Other competencies met through completion of NASP approved M.S. program or equivalent

Educational Foundations (6 credits)
HRD   630   Facilitating Adult Learning
One course chosen from 600-level or higher in the College of Education and Human Development
Other competencies met through completion of NASP approved M.S. program or equivalent

Assessment
All competencies met through completion of NASP approved M.S. program or equivalent

Interventions (12 credits)
HCE   620   Fundamentals of Counseling Theories
HCE   644   Crisis Intervention
SPY   727   Advanced Academic Intervention Methods
SPY   728   Advanced Interventions for Individuals with Behavioral Disabilities

<pre>
        SPY   729   Advanced Intervention Methods for Individuals with
                      Developmental Disabilities
</pre>

Research (15 credits)
<pre>
    EDU   697   Statistics I
    EDU   698   Statistics II
    SPY   751   Advanced Research Seminar
    SPY   759   Psy.D. Research Project (6 credits)
</pre>

Professional School Psychology (15 credits)
<pre>
    EDU   671   Organizational Behavior
    HCE   681   Clinical Supervision
    SPY   788   Pre-Doctoral Internship in School Psychology (9 credits)
</pre>

Electives (3-15 credits)
Students completing the counseling concentration need to complete the following courses:
<pre>
    HCE   621   Fundamentals of Counseling Skills
    HCE   622   Counseling Children and Adolescents
    HCE   627   Group Counseling
    HCE   690   Individual Counseling Practicum Seminar
    HCE   691   Practicum in Individual Counseling Laboratory
</pre>
Students not completing the counseling concentration need to complete a minimum of 3 hours of coursework selected from 600-level or higher courses in the College of Education and Human Development.

Program Requirements for those without the Nationally Certified School Psychologist (NCSP) credential
(117-129 credits)

Psychological Foundations (18 credits)
<pre>
    HRD   668   Human Development
    SPY   671   Physical Bases of Behavior
    SPY   673   Social Foundations of Behavior
    SPY   674   Child and Adolescent Psychopathology
    SPY   676   Behavioral Principles of Learning
    SPY   709   History, Systems, and Ethics of Psychology
</pre>

Educational Foundations (12 credits)
<pre>
    HRD   630   Facilitating Adult Learning
    SED   540   Nature and Needs of Learners Who Are Exceptional
    SED   682   Special Education Law
</pre>
One course chosen from 600 level or higher in the College of Education and Human Development

Assessment (15 credits)
<pre>
    HCE   605   Psychological Measurement and Evaluation
    SED   653/
      SPY   672 Assessment of Academic Achievement
    SPY   675   Indirect Behavioral Assessment
    SPY   677   Cognitive Assessment
    SPY   678   Functional Behavioral Assessment
</pre>

Interventions (24 credits)
<pre>
    HCE   620   Fundamentals of Counseling Theories
    HCE   626   Group Process and Procedures
    HCE   644   Crisis Intervention
    SPY   603   Consultation in School Psychology
    SPY   684   Advanced Applied Behavior Analysis
    SPY   727   Advanced Academic Intervention Methods
    SPY   728   Advanced Interventions for Individuals with Behavioral
                   Disabilities
    SPY   729   Advanced Intervention Methods for Individuals with
                   Developmental Disabilities
</pre>

Research (21 credits)
EDU	600	Research Methods and Techniques
EDU	697	Statistics I
EDU	698	Statistics II
SPY	659	Clinical Research Methods
SPY	751	Advanced Research Seminar
SPY	759	Psy.D. Research Project (6 credits)

Professional School Psychology (24 credits)
EDU	671	Organizational Behavior
HCE	681	Clinical Supervision
SPY	609	Orientation to School Psychology
SPY	693	School Psychology Practicum I
SPY	694	School Psychology Practicum II
SPY	788	Pre-Doctoral Internship in School Psychology (9 credits)

Electives (3-15 credits)

Students completing the counseling concentration need to complete the following courses:

HCE	621	Fundamentals of Counseling Skills
HCE	622	Counseling Children and Adolescents
HCE	627	Group Counseling (6 credits)
HCE	690	Individual Counseling Practicum Seminar
HCE	691	Practicum in Individual Counseling Laboratory

Students not completing the counseling concentration need to complete a minimum of 3 hours of coursework selected from 600-level or higher courses in the College of Education and Human Development.

Certificate in Applied Behavior Analysis

The Certificate in Applied Behavior Analysis (CABA) includes an 18 credit program of study related to the research foundations, methods, ethics, and applications of applied behavior analysis. The certificate provides the coursework that leads to the Board Certified Behavior Analyst (BCBA) credential. The certificate does not automatically lead to obtaining the BCBA. After completing the certificate, those who want to obtain the BCBA must complete an internship under the supervision of a credentialed BCBA and successfully pass a national exam. Only those who complete the required coursework, the internship, and pass the national exam will earn the BCBA.

Special Admission Requirements The Certificate of Applied Behavior Analysis has a once a year deadline of December 15. Since it is a post-master's certificate program, applicants not currently matriculated in the M.S. or Psy.D. in School Psychology program must show evidence of a master's degree.

Students in the certificate program take the following courses:

SPY	603	Consultation in School Psychology
SPY	659	Clinical Research Methods
SPY	676	Behavioral Principles of Learning
SPY	678	Functional Behavioral Assessment
SPY	684	Advanced Applied Behavior Analysis

In addition, certificate students must take one elective chosen from approved courses offered in the College of Education and Human Development.

Master of Science in Special Education

The master of science in special education requires 39 credits of coursework, and students must submit a professional portfolio. Cross categorical coursework is offered in two options: elementary education and secondary education. In addition, there is a specialty program in gifted child education. There is also a course sequence in special education administration offered for those individuals matriculated into the educational administration program.

Program Principles

Graduates will demonstrate a range of knowledge and ability to meet the needs of children and youth whose needs are exceptional. Specifically, graduates will be able to describe and/or demonstrate:

a) educational and behavioral characteristics, needs, and services appropriate for children and youth included in state and federal laws, regulations, court decisions, and guidelines;
b) methods of assessing academic, behavioral, social, pre-vocational, and vocational strengths and weaknesses of students;
c) methods, materials, and procedures for organizing, conducting, developing, and evaluating individual educational programs;
d) methods, materials, and procedures for accommodating students and families who have diverse racial, cultural, gender, and socioeconomic backgrounds;
e) understandings of cultural underpinnings of special education as a discipline;
f) methods of ensuring equity and fairness in the practice of special education;
g) methods in creating environments to support positive behaviors of all students at the individual, classroom, and school level;
h) processes of consultation and program planning with parents, teachers, and other professionals, including interpersonal skills and techniques associated with effective consultation; and
i) principles of organizing and managing special education programs as well as the supervision of aides and collaboration with other professionals who deliver services.

Special Admission Requirements In place of the standard essay required on the graduate application, the candidate should provide a 3-5 page, typed, double-spaced narrative reflecting upon the program principles in relation to one's prior experience and goals for future graduate study.

Transfer Credit A maximum of six credit hours may be approved as transfer credit, provided these credits were earned no more than three years prior to matriculation and grades of B or better were received. Additional transfer credit may be approved by the program coordinator in exceptional circumstances, including certificates of graduate study program courses. Please also see College transfer credit policies in the CEHD Admission and Academic Policies section.

Program Prerequisite

SED   540   Nature and Needs of Learners Who Are Exceptional

This three-credit course is a prerequisite to the program, and contributes no credit toward the degree. This course must be taken prior to matriculation or during the first year following matriculation. Under exceptional circumstances, successful completion of the early program assessment (taken as a three-credit independent study) may be substituted for this course upon approval by program faculty. This three-credit independent study contributes no credit toward the degree.

Program Requirements

Program Requirements (39 credits)
Elementary and Secondary (21 credits)
EDU	600	Research Methods and Techniques
SED	614	Methods of Teaching Mathematics for Students with Special Needs
SED	615	Positive Behavioral Interventions and Supports
SED	618	Programming for Learners with Special Needs
SED	679	Consultation and Special Education
SED	682	Special Education Law
SED	687	Technology and Special Education

Elementary Education (12 credits)
EDU	620	Reading Development and Instruction
SED	653/	
SPY	672	Assessment of Academic Achievement

Six (6) credits of elective with advisor permission

Secondary Education (12 credits)
EDU	514	Improving Teaching in Content Areas through Literacy **or**
EDU	620	Reading Development and Instruction
HRD	669	Adolescent Development
SED	689	Prevocational/Vocational Assessment and Education
SED	692	Transition from School to Adult Life

Elementary and Secondary Education Capstone (6 credits)
SED	685	Advanced Seminar in Special Education
SED	699	Directed Study

Internship (6 credits)
Elementary and Secondary Education
    SED   688   Internship in Special Education
Note: This course is required for students without prior certification in special education.

Special Education Options

Education of the Gifted/Talented Option
Program Requirements (39 credits)
  Core (12 credits)
    EDU   600   Research Methods and Techniques
    SED   653   Assessment of Academic Achievement
    SED   685   Advanced Seminar in Special Education
    SED   699   Directed Study

  Specialization (12 credits)
    SED   659   Education of the Gifted/Talented
    SED   660   Curriculum and Methods for Teaching the Gifted
    SED   662   Productive Thinking and the Gifted Learner
    SED   663   Management in Education of the Gifted

  Electives (15 credits, selected with the consent of the advisor)
    SED   550   Teaching Gifted Students in the Regular Classroom
    SED   661   Advanced Curriculum and Methods for Teaching the Gifted
    SED   664   Gifted Students in Special Populations
    SED   665   Institute for Program Planners in Education of the Gifted/Talented
    SED   666   Models in Education of the Gifted
    SED   667   Social/Emotional Needs of the Gifted
    SED   668   Seminar in Education of the Gifted/Talented
    SED   669   Technical Assistance Systems
    SED   670   Secondary Programs for the Gifted/Talented
    SED   679   Consultation and Special Education

Portfolio Students in the elementary and secondary education and the education of the gifted/talented pathways of the special education program must complete professional portfolio requirements. The purpose of the portfolio is to provide an opportunity for students to demonstrate and reflect upon what they have gained in the program. It is expected that portfolio elements will integrate the principles of one's specialty area, the application of knowledge to practice, an understanding of research methodology, and the ability to communicate effectively.

Students are encouraged to discuss the portfolio process in detail with their advisors. Students are responsible for compiling elements of their portfolio throughout their programs of study. Completion of the portfolio will occur during SED 685 Advanced Seminar. If a student fails all or part of the portfolio, the student will meet with program advisors to discuss the results. Note that students are permitted to resubmit their portfolios only once. Portfolio presentations will occur at least once each academic year.

Special Education Administration Option (open only to students matriculated in the educational leadership program). See section on educational leadership program for specific requirements.

ETEP Unified K-8 General and Special Education Option (open only to students matriculated in the ETEP Unified program). See section on ETEP Unified K-8 General and Special Education Pathway within the Extended Teacher Education Program section for specific requirements.

Two-Year 7-12 Unified Secondary ETEP (Dual Certification in 7-12 Special Education and a Chosen Content Area) option (open only to students matriculated in the unified secondary ETEP program). See section on this option in the Extended Teacher Education Program section for specific requirements.

Master of Science in Education in Teaching and Learning (MTL)

The task of preparing teachers to meet the needs of learners in the 21st century is complex and demanding. The College offers teacher preparation programs based on the premise that teachers best develop through building on related experiences, beginning at the undergraduate level and continuing on through the graduate level. The faculty is committed to the continuing development of the teacher who:

- Understands that all knowledge is provisional and tentative and recognizes that teachers are, above all else, learners.
- Exhibits a sense of active inquiry and curiosity through a commitment to life-long learning.
- Models respect for individual differences and the basic worth of each individual.
- Has a genuine respect for children and young people.
- Communicates the joy and satisfaction of active inquiry and personal learning.
- Demonstrates knowledge of the framework of the discipline(s) being taught, including the tools of inquiry and interdisciplinary connections.
- Uses teaching strategies needed to manage instructional nuances and decisions necessary to promote learning of complex concepts and shape positive learning environments.
- Demonstrates knowledge of human development through teaching commensurate with the needs of the learners, including a special focus on the development of learners at the level of professional interest.
- Appreciates and encourages in others an appreciation of cultural diversity and the global community.
- Enhances instruction through continuing evaluation, reflection, and adaptation of teaching to the learning needs of the students.
- Participates in learning activities that foster independent thinking.
- Speaks and writes fluently and communicates clearly.
- Is technologically literate and competent in information gathering, analysis, retrieval, and application.
- Recognizes the similarities in teaching and learning in a wide range of contexts.
- Understands organizational and social systems and continual change as a paradigm of personal and professional development.
- Proactively establishes professional development activities appropriate for the current level of professional experience.

Extended Teacher Education Program

The post-baccalaureate program, designed for those seeking teacher certification, consists of two distinct phases: the internship, and the master's degree in teaching and learning or applied literacy. The program offers three different options to meet the various needs of graduate students.

One-Year Option (K-8 or 7-12) This is an intensive full-time experience that integrates both theory and practice in a school-based program. Beginning in mid-August and continuing through May, interns complete two semesters with a mentor teacher in a public school classroom. This internship prepares students to teach in one of the following areas:

Elementary and middle level (K-8)
English (7-12)
Foreign Language (K-12)
Life Science (7-12)
Mathematics (7-12)
Physical Science (7-12)
Social Studies (7-12)

Course Requirements
All courses are 3 credit hours unless otherwise noted. The exact sequence of courses will vary, depending on site, concentration, and program option.
Elementary (K-8) (33 credits)

EDU	505	Mathematics Methods
EDU	566	Introduction to the Writing Process
EDU	565	Teaching Reading

EDU	541	Seminar in Teaching , Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	551	Teaching Social Studies K-8
EDU	552	Teaching Science K-8
EDU	644	Internship in Elementary Education
HRD	660	Life Span Development
SED	540	Nature and Needs of the Exceptional Learner

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

EDU	514	Improving Teaching in Content Areas through Literacy
EDU	541	Seminar in Teaching, Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	554	Content Area Methods
EDU	613	Internship in Secondary Education (9 cr.)
EDU	651	Instructional Strategies
EDU	652	Curriculum Design
HRD	660	Life Span Development
SED	540	Nature and Needs of Exceptional Learner

Two-Year K-8 Unified ETEP Option (dual certification in K-8 general education and K-8 special education) In response to the state's need for special education teachers, ETEP offers a unique program in this area. Students who choose this option complete the program in two academic years (four semesters) and two summers. This 54-credit-hour program is designed so that interns may work part-time. It is especially designed for persons employed in schools as educational technicians who want to remain in their position while completing an internship in general education and special education. Courses are offered online. Upon completion of all requirements, students are recommended for certification in both K-8 general education and K-8 special education and receive a master's degree in special education. See Web site for further information at www.usm.maine.edu/~wkimball/etepunified.

Course Requirements (54 credits)

EDU	541	Seminar in Teaching, Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	556	Teaching Content Methods for Inclusive Classrooms (9 cr.)
EDU	565	Teaching Reading
EDU	566	Introduction to the Writing Process
EDU	600	Research Methods and Techniques
EDU	644	Internship in Elementary Education
HRD	660	Life Span Development
SED	540	Teaching Exceptional Students in the Classroom
SED	615	Positive Behavioral Interventions and Supports
SED	639	Communication Disorders in Children
SED	653	Assessment in Special Education
SED	682	Special Education Law
SED	688	Internship in Special Education
SED	699	Directed Study

Two-Year 7-12 Unified Secondary ETEP (Dual Certification in 7-12 Special Education and a Chosen Content Area) The Unified 7-12 ETEP option, like its Unified K-8 ETEP counterpart, prepares candidates to teach inclusive school environments. The program is designed to accommodate eligible candidates who are employed as educational technicians or conditionally certified teachers. While the program provides this flexibility for school staff, employment in a school is not a prerequisite for the program. Persons not employed in a school are encouraged to apply. Upon completion of 45 credit hours, candidates will be eligible for certification in both secondary special education and a selected 7-12 content area (English/language arts, social studies, physical science, life science, mathematics or K- 12 foreign language). After the completion of an additional 9 credit hours, candidates will earn a master's in special education. The program spans two summers and two academic years.

General Education Course Requirements (21 credits)

EDU	514	Improving Teaching in Content Areas
EDU	541	Seminar in Teaching, Learning, and Assessment I

EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	554	One of the following**
	(01)	Secondary Science Methods
	(02)	Secondary English Methods
	(03)	Secondary Math Methods
	(04)	Secondary Social Studies Methods
	(05)	Secondary Foreign Language Methods
EDU	613	Professional Internship in Secondary Education (3 credits)
EDU	652	Curriculum Design
HRD	660	Life Span Development

Special Education Course Requirements (24 credits)

SED	540	Nature and Needs of Learners Who Are Exceptional
SED	615	Positive Behavioral Interventions and Supports
SED	618	Programming for Learners with Special Needs
SED	687	Technology and Special Education
SED	653	Assessment in Special Education
SED	682	Special Education Law
SED	692	Transition from School to Adult Life
SED	688	Internship in Special Education (3 credits)

Notes: It is recommended that all content area requirements for the desired level and subject for teacher certification be met before beginning the certification year. Health insurance is required of all students in the program.

Undergraduate Pathways to the MTL

Three undergraduate teacher certification programs also lead to the master's in teaching and learning:

Teachers for Elementary and Middle Schools (TEAMS)
www.usm.maine.edu/cehd/TEAMS

Collaborative Learning and School Success (CLASS) (Lewiston-Auburn campus)
www.usm.maine.edu/lac/class

Secondary Mathematics Education Program
www.usm.maine.edu/%7Emath/UTeachMath.html

Please see listed Web sites or the undergraduate catalog for more information.

After completing the internship, ETEP, TEAMS, CLASS, and Secondary Mathematics Education students have the option of completing the master of science in education degree. Students participating in the special education concentration will earn a master's degree in special education; other ETEP interns should consult the options below.

Teaching and Learning Program Upon successful completion of the certification year and the meeting of specific criteria which include a review of program standards, and the successful passage of the appropriate Praxis II test, students will be invited to continue to work toward completion of requirements for the master of science in education degree, with a concentration in teaching and learning. This innovative program extends teacher education beyond initial certification as beginning teachers continue to develop their knowledge, skills, and beliefs. The 13 credits required for completion of this master's degree are scheduled during the summer and one Saturday each month during the academic year.

Other Master's Degree Options

Applied Literacy Program This concentration provides an opportunity for ETEP, TEAMS, or CLASS students to complete their master's degree in a focused area (literacy). The concentration in applied literacy builds upon the curriculum and experiences of ETEP, gives novice teachers increased skill as literacy teachers, and leads to further opportunities for specialist certification, ESL endorsement, and/or a Certificate of Advanced Study in Literacy.

After completing ETEP, TEAMS, or CLASS with initial teacher certification, a student can complete the 18 (elementary) to 21 (middle/secondary) credits required for the master's degree in approximately one and a half years. Certification as a literacy specialist requires 12 additional credits beyond the degree, and endorsement in English as a Second Language (ESL) requires 9 additional credits beyond the degree.

Other Options Students completing the certification year of ETEP also have the option of applying to one of these other master's degree programs in the College: educational leadership, literacy education (including ESL), and special education. Students must meet all admission requirements specific to the desired program and will be required to complete degree requirements by a deadline determined by program faculty. Certain courses completed during the certification year of ETEP may be accepted as credit toward completion of requirements for these degrees. In all cases, completion of these programs will require a greater number of credits than the programs in teaching and learning or applied literacy.

Admission

For information about the application process and special admission requirements of the Extended Teacher Education Program, contact the USM Office of Graduate Admissions, 134 School Street, Gorham, Maine 04038, (207) 780-5306, and ask for a copy of the ETEP Handbook for Prospective Students; or find it on the Web at www.usm.maine.edu/cehd/etep.

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CPI 520 Reflecting Practice

This course builds upon the principles of learning to teach all subjects and supports interns in reflecting upon the related internship and developing appropriate portfolio exhibits. This course is intended to be taken concurrently with a full-time classroom placement. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission.   Cr 3.

CPI 521 Professional Internship

This course is a full-time supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes one 14-week classroom placement in which the intern is assigned to a mentor teacher and classroom in a partner school. The intern completes a minimum of six weeks lead teaching. Prerequisite: TEAMS or CLASS program admission; co-requisites dependent on individual program admission.   Cr 9.

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, CLASS, or TEAMS program admission.   Cr 3.

EDU 511 Children's Literature

This course is designed for teachers who wish to develop a deeper understanding of the literature written for children ages 4-12 and who want to become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum implications, and methods of using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare.   Cr 3.

EDU 513 Adolescent Literature

This course is designed for middle or secondary teachers who wish to develop a deeper understanding of literature for adolescents and who needs to learn how to help young people read widely. Attention will be given to the dynamics of adolescence, individualizing reading, standards of selection, and creative methods of introducing books.   Cr 3.

EDU 514 Improving Teaching in Content Areas through Literacy

This course explores literacy techniques and processes that can be applied by content teachers to enhance learning. Emphasis is on competencies that students use in content areas and strategies for teaching them how to apply them—a process of integrating the teaching of reading, writing, and study skills while teaching subject matter. The course has practical application for all classroom teachers.   Cr 3.

EDU 521 Electronic Literacy and Education

This course offers educators and librarians a hands-on experience in the uses of the Internet in K-12 education. The course covers electronic mail, online conferencing, academic and educational resources, online learning techniques, electronic research, and construction of individual home pages. Participants learn to: evaluate the strengths and weaknesses of online resources; integrate the Internet into the curriculum; use the Internet for professional development; compose and publish home pages; and analyze pedagogical, legal, social, ethical, and economic issues embedded in electronic literacy.   Cr 3.

EDU 524 Supervised Practicum in Literacy

Working under supervision, students use selected assessment instruments with adults and children who have learning and reading difficulties. Instructor permission is required.   Cr 1-6.

EDU 541/542 Seminar in Teaching, Learning, and Assessment I & II

Seminar I and II are designed to build a learning community where members of the cohort are supported in their internship through the assessment system. The assessment system includes the final

portfolio, the teaching unit, the video reflections and journals, as well as a sequential system of conferences, a collection of evidence, and observations. This course is based on helping the participants develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

EDU 551 Teaching Social Studies K-8
This course is designed to provide students with a general understanding of the guiding principles and the strand of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will design a unit of study, creating lesson plans and incorporating appropriate instructional methods and materials as part of the course requirements. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

EDU 552 Teaching Science K-8
This course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The emphasis is on content, process, and methodology. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

EDU 554 (01) Secondary Science Methods
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. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners. Prerequisite: ETEP program admission. Cr 3.

EDU 554 (02) Secondary English Methods
This course focuses on ways to organize and teach English classes at the middle school and high school levels based upon current research in literacy and national and state standards work in English language arts. The instructor will demonstrate various strategies involved in designing and managing a student-centered literacy program. 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. Prerequisite: ETEP program admission. Cr 3.

EDU 554 (03) Secondary Math Methods
This course is intended for those preparing to teach

mathematics at the secondary level. Major areas of focus include an introduction to principles and standards of school mathematics and the Maine Learning Results, designing lesson plans and grading rubrics, using technology in the classroom, and an overview of exemplary mathematics curriculum. Prerequisite: ETEP or secondary math education program admission. Cr 3.

EDU 554 (04) Secondary Social Studies Methods
This course focuses on ways to organize and teach social studies classes at the middle school and high school levels based upon current research and national and state standards work in social studies. The instructor will demonstrate various strategies involved in designing and managing a student centered curriculum. Different theories for teaching social studies will serve as a backdrop for creating classroom activities that connect the topics to the students' lives. Prerequisite: ETEP program admission. Cr 3.

EDU 554 (05) Secondary Foreign Language Methods
This course focuses on ways to organize and teach foreign languages at the middle school and high school levels based upon current research and national and state standards. Teachers enrolled in the course will complete a series of readings about various issues relating to foreign language pedagogy and classroom instruction, followed by in-class discussions and explorations into the different methods available to present material to students. Teachers will create a literature project, a cultural project, thematic unit, a writing activity, and a testing assignment for their language. They will also develop materials for use in their teaching such as a picture file, a file of Web resources, and a notebook of classroom activities to share at our teacher swap. Prerequisite: ETEP program admission. Cr 3.

EDU 556 Teaching Content Methods for Inclusive Classrooms: Mathematics, Science, Social Studies
This course is for ETEP special education interns in a unified program designed to prepare them as general education and special education teachers. The course emphasizes learning instructional methods and adapting curriculum and instruction in mathematics, science, and social studies, with attention to the Maine Learning Results. Interns will learn strategies for planning and providing core academic and behavioral experiences for all learners in the general education program, differentiating academic and behavioral experiences for all learners with disabilities and academic gifts/talents, and using assistive technology to support learning. Mathematics, science, social studies, and special education specialists teach the courses. Prerequisite: ETEP program admission. Cr 3.

EDU 559 Aspects of Reading for Multilingual Learners
This course examines the role of literacy for learners

of linguistic and cultural diversity. The influence of first language on reading in another language, contrasting differences between first and second language reading, the role of vocabulary, and aspects of comprehension are among the topics of study. The differences between learning how to read in a second language for the first time and reading English with first language literacy are highlighted.   Cr 3.

EDU 561 Aspects of the English Language

This survey course examines the elements of English and their relevance in second language acquisition. The course analyzes the phonetic, morphological, syntactic, and semantic structure of English; the social aspects such as variation, change, and register; and the communicative aspects such as pragmatics, psycholinguistics, and acquisition. Application of these language aspects will be accomplished through problem solving and discussion activities integrating the aspects of English within the second language classroom context.   Cr 3.

EDU 562 Linguistic and Cultural Diversity in the Classroom

This course examines second language and cross-cultural communication and their role in the classroom. Second language acquisition principles and challenges, aspects of culture, and multicultural education are among the topics to be studied. Specific emphasis is on how language and cultural diversity impact teaching and learning.   Cr 3.

EDU 563 ESL Testing and Assessment

This course examines the variety of assessments, formats, and procedures for evaluating ESL proficiency in the classroom. Participants develop appropriate approaches to testing and evaluation as an integral part of the language teaching and learning process.   Cr 3.

EDU 565 Teaching Reading

This course traces the development of literacy and examines conditions that foster its growth. Topics relate to major stages of literacy development and include: preschool influences on literacy, initial reading, the development of fluency, vocabulary development, comprehension, study skills, and refinement of reading. Informal diagnostic techniques are demonstrated and practiced. The invariant nature of literacy acquisition among students of all ages is stressed. Prerequisite: ETEP, CLASS, or TEAMS program admission.   Cr 3.

EDU 566 Introduction to the Writing Process

This course is designed to introduce preservice teachers to the development of writing proficiencies through a process approach. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers. Many strategies are modeled to meet the needs of diverse learners and an exploration of technology and standards is included. Students gain experience with the writing process through participation in an ongoing, in-class writing workshop. Prerequisite: ETEP, CLASS, or TEAMS program admission.   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 research proposals and reports are completed. Prerequisite: open to matriculated students only.   Cr 3.

EDU 601 Naturalistic Inquiry and Qualitative Research

This course introduces students to an approach to educational research that studies schools as natural settings. Depending largely on qualitative methods, students learn the assumptions underlying field research and develop the ability to read qualitative/naturalistic studies critically and to do small site-based research projects. Prerequisite: EDU 600 or permission of instructor.   Cr 3.

EDU 603 Analysis of Teaching

This course provides an opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3.

EDU 604 Curriculum Development

This course provides students with an understanding of curriculum and curriculum development. Using a collaborative approach, teachers and administrators plan the design of a curriculum consistent with personal ideals and a given context. Students analyze the curriculum in terms of knowledge, skills, learning processes, and affective dimensions. Special emphasis is given to the processes of curriculum implementation and curriculum evaluation.   Cr 3.

EDU 605 Teaching, Learning, and Assessment

This course develops students' knowledge of testing and assessment and provides opportunities for students to apply that knowledge to instruction and curriculum issues. Students will review the critical roles of teachers and administrators in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and statewide standardized assessments. Participants will address issues such as validity, reliability, and standard setting in the context of diverse perspectives about the construction, production, and interpretation of knowledge.   Cr 3.

EDU 607 Teacher Research in Literacy

This course enables students to become generators of new knowledge through their own classroom-based research and inquiry. Students learn the histo-

ry and current policies of responsible conduct of research with human subjects. They analyze the methodology of published classroom research studies and learn and practice techniques of data collection and analysis. During the semester each student selects a problem, designs a pilot study using qualitative methodology, collects and analyzes sample data, and summarizes findings. Working in collaborative groups, students reflect upon and critique their work as it proceeds. Prerequisites: EDU 620, EDU 626. Open to matriculated students only.Cr 3.

EDU 608 Curricular Contexts for Teaching in a Democratic Society
This is a required course for the professional teacher in a democratic society strand of the educational leadership program. This course will explore the historical roots of and the contemporary influences on curricula in P-12 schools. The course offers opportunities to examine political, ideological, socio-economic, and cultural dimensions to curricular design, enactment, and effectiveness—all in light of democratic aims for education. Moreover, students examine carefully the teacher's role and responsibility in making curricular choices that serve the best interests of their students.   Cr 3.

EDU 610 The Professional Teacher in a Democratic Society
This is an introductory experience for the professional teacher in a democratic society strand of the educational leadership program. This course will focus each learner's deliberate consideration on issues regarding teaching in light of educational aims in a democratic society. Guided reading, intensive class discussions, focused writing, and critical dialogue with public school stakeholders provide a structure upon which each student is expected to craft a personal platform to guide her or his professional efforts and further development. Students consider teaching choices and practices through moral, social, philosophical, political, and cultural lenses. Students also consider historic and contemporary pressures on curriculum and on teaching, including the standards movement, the press for accountability, culturally responsive teaching in a pluralistic society, governance structures, and financial support (or lack thereof) for schooling.   Cr 3.

EDU 612 Practicum/Seminar
This practicum/seminar, for experienced teachers in the teacher leadership program, is a two-semester, field-based project and concurrent seminar requiring a culminating activity in which the student utilizes the major learnings from the program in identifying and applying problem-solving strategies to a specific area of concern in a field setting. A written practicum report will be presented and discussed in an open forum.   Cr 6 (3 credits each semester).

EDU 613 Professional Internship in Secondary Education
This is a full-time supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes two, 13-week classroom placements in which she/he is assigned to a mentor teacher and classroom at a high school and/or a middle school in one of ETEP's partner districts. The intern completes a minimum of six weeks of lead teaching. Prerequisite: ETEP program admission.   Cr 9.

EDU 615 Middle Level Curriculum and Organization
This course provides students with a basic understanding of middle level education. The course focuses on: a) the history, development, present status, and future direction of middle level education; b) the unique physical, social, emotional, and intellectual characteristics of early adolescents as they relate to school programs and practices; and c) instructional strategies, curriculum organization, and administrative structures of middle level schools.   Cr 3.

EDU 617 Teaching in the Middle Level School
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 and administrators.   Cr 3.

EDU 621 Literacy Problems: Assessment and Instruction
This course conceptualizes reading assessment as a process of becoming informed about learners. The course focuses on the development of diagnostic insights and corrective strategies for struggling readers of all ages. Current trends from research and practice are explored. Case studies and in-class practica help teachers implement effective procedures in the classroom.   Cr 3.

EDU 622 Designing and Managing Literacy Instruction, PS-3
This course focuses on the development of language

(both oral and written) in children 3-8 years of age. Content includes the characteristics of language learners, the conditions that promote emergent literacy, and organization and management of literacy instruction in the primary grades. Prerequisite for matriculated students: EDU 620. Cr 3.

EDU 624 Schools and the Classroom
This course relates historical, philosophical, sociological, and curricular foundations of education. Students complete a personal platform or statement of professional purpose about schools as organizational culture and classrooms as learning environments, and an analysis of one's own personal teaching context. Prerequisite: MTL program admission. Cr 3.

EDU 626 The Writing Process
This course focuses on the study of writing development in children and how teachers can facilitate writing through a process approach. Many writing strategies for the classroom and the individual writer will be modeled and put into practice. In addition, students will investigate specific areas of interest to improve their own writing and writing instruction. Through participation of writing lessons and workshops, students will develop their own pieces of writing, examine the needs of diverse learners, design instruction for varying developmental stages of writers, explore the use of technology, and understand the implications of national, state, and local standards. Prerequisite: must be an in-service teacher or administrator. Cr 3.

EDU 627/628/629 Classroom Assessment and Research Development
This integrated course, intended for candidates in the master's in teaching (MTL) program, is designed to explore and reflect upon the complexities of gathering evidence of student learning and classroom practice through student assessment and action research. Major areas of focus include the following: use and application of effective classroom assessment methods; evaluation of the role of standardized tests and a comprehensive assessment system in their school and district; portfolio development, and conception, development, and implementation of classroom action research to meet a classroom challenge. Prerequisite: MTL program admission. Cr 3 (except EDU 629, Cr 1).

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 of current research trends in literacy

theory and practice. Students will review and analyze contemporary research. Prerequisites: all literacy program courses or permission of the instructor. Cr 3.

EDU 635 Seminar in Second Language Literacy
This course integrates the knowledge base acquired in core ESL literacy courses by focusing on the characteristics of a fluent second language reader and writer. There will be an analysis of first language reading models and their relevance to literacy acquisition in English as a second language. The impact of variables such as native language proficiency, perception, lexical knowledge, cognition, metacognition, and culture will be examined. Prerequisites: completion of all core literacy and ESL courses, except the practicum, and permission of instructor. Cr 3.

EDU 639 Practicum in Literacy Education
This course requires the application of strategies for planning and implementing literacy programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to explain and discuss observations in seminars. Extensive reading from basic texts, current references, and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: completion of tier-two courses and instructor permission. Cr 6.

EDU 644 Professional Internship in Elementary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes two 13-week classroom placements in which she/he is assigned to a mentor teacher and classroom at two different grade levels and/or two different partner schools. The intern completes a minimum of six weeks of lead teaching. Prerequisite: ETEP program admission. Cr 3.

EDU 651 Instructional Strategies
This course explores principles of learning, principles of instruction, and educational applications for middle level and secondary teaching. Emphasis is on the development of a repertoire of instructional strategies through modeling, practice, and reflection. Students experience practica and implement a variety of instructional strategies, matching the best approaches to the learning desired in their classrooms. Prerequisite: ETEP program admission. Cr 3.

EDU 652 Curriculum Design
This course is designed to understand the history, governance, and philosophy of curriculum in the American context and to apply these concepts to the design of curriculum for secondary students. Major areas of focus include the philosophical orientations to curriculum, backward planning design process, the levels of policy decisions about curriculum selec-

tion and implementation, and the development of a conceptual framework that demonstrates the interconnections of curriculum, instruction, and assessment. Prerequisite: ETEP program admission. Cr 3.

EDU 660 CAS Seminar

The CAS seminar is designed to engage learners from a variety of disciplines in written and oral discourse about substantive educational and human development issues. The seminar uses a theme-based approach that features universal issues of importance to educators, learners, and human resource professionals. The course is taken within the first two semesters of the CAS student's program. Prerequisites: open to matriculated CAS students in the College of Education and Human Development. 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 670 Introduction to Administration

This is the required first course for all master's degree candidates in educational administration. The course introduces theories of administration and provides each student with diagnostic data to conduct a needs assessment as the basis for planning a personalized program of study. Cr 3.

EDU 671 Organizational Behavior

A systems approach to understanding and predicting human behavior within organizations is studied in this course. Emphasis is on analytical means to a) reveal forces which affect decision-making and leadership behavior, and b) identify implications for managerial functions. Basic concepts such as authority, influence, motivation, communication, conflict, pattern maintenance and tension management are discussed and applied. Cr 3.

EDU 672 Political and Community Leadership

Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with emphasis on administrative decision making. Cr 3.

EDU 677 Seminar in School Management

This course emphasizes the skills needed to survive and succeed during one's first year as a principal. The course, through the use of case studies, simulations, readings and interactions with practicing administrators will focus on: a) learning the nuts and bolts needed for daily management, b) examining current issues facing the principalship, and c) learning strategies for managing and understanding oneself within the principal's role. Prerequisite: instructor's 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 will be stressed with particular emphasis on Maine school law. Cr 3.

EDU 679 Evaluation and Supervision of School Personnel

The course considers the underlying concepts and principles of evaluating school personnel. Readings, lectures, discussions, and simulated activities focus on a variety of evaluation models and strategies which facilitate the appraisal of administrators, teachers, and supporting staff. Attention is directed to how personnel evaluation affects program evaluation. Cr 3.

EDU 680 Professional Learning in Schools

This course is designed for students in administration and teacher leadership and examines the theory and practice of staff development in schools and other human service settings. Building on current research on adult development, organizational analysis, and school improvement, students develop an understanding about the structure and process of staff development planning, programming, implementation, and evaluation. A final project applying class learnings to a work setting is required. Cr 3.

EDU 683 School Finance

This course provides a working knowledge and understanding of Maine state law and of school system finances and the funding process. An historical perspective is explored as well as current issues and problems on a statewide and national level. Specific emphasis is given to revenue generation and distribution, state and federal influences, local tax issues, budget development, budget management, and budget administration and control. Cr 3.

EDU 685 Internship in Administration

This three-semester course 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 experience students will develop an applied research project in which they will be expected to take

a leadership role in designing, implementing, and assessing a project that addresses an important educational problem in an organizational setting. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of this course.   Cr 9 (3 credits each semester).

EDU 686 Internship in Special Education Administration

This three-semester internship course is designed to encourage application of formal coursework to the management issues that face school leaders in the workplace. Out of the internship experience students will develop an applied research project in which they will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important educational problem in an organizational setting. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of the course.   Cr 9 (3 credits each semester).

EDU 687 Internship in Superintendency

This internship, made up of supervised field experiences in the school superintendency, is the capstone course for CAS students whose program focus has been certification and preparation in the superintendency. Prerequisite: permission of instructor.   Cr 6.

EDU 697 Statistics I

This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor.   Cr 3.

EDU 698 Statistics II

This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor.   Cr 3.

EDU 699 Independent Study

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

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 604 Career Development

This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities, and techniques for fostering career awareness exploration, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed.   Cr 3.

HCE 605 Psychological Measurement and Evaluation

This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed.   Cr 3.

HCE 607 School Guidance Programs and Services

This course is intended for those preparing to be school counselors. It considers the conceptual framework for comprehensive developmental guidance and counseling practices in elementary and secondary schools. Major areas of focus include program management, guidance curricula, individual planning and advising, and responsive services that are organized to meet the educational, personal, and career needs of students. Prerequisites: HCE 609, matriculation in the counselor education program or by permission of the instructor.   Cr 3.

HCE 609 The Practice of School Counseling

This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will incorporate field experiences that promote

reflective learning and skill building. Prerequisite: open to matriculated students or by permission of instructor.   Cr 3.

HCE 610 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 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 Disability and Family in a Multicultural Society

This course provides an indepth analysis of the effects of disability on individuals and their families within the context of a pluralistic society. It explores the experience of living with a disability and family dynamics in the context of the broader community and society. Students study multicultural issues relative to disability and rehabilitation. The course also examines the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities, their families, and rehabilitation professionals.   Cr 3.

HCE 614 Principles of Psychosocial Rehabilitation

This course provides a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course addresses skill development and attitudinal changes needed by the helper/counselor/caseworker in implementing a compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and "real play" through extensive dyad/small group student interaction are used to promote learning. This course is required for master's degree candidates in psychosocial rehabilitation. It is also open to persons interested in this innovative approach to mental illness.   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 Myth, Madness, and Mental Illness

This course covers the historical, scientific, professional, and societal beliefs that have surrounded the concepts of madness and mental illness. Particular emphasis is given to issues related to recovery, expatient movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students also will explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work.   Cr 3.

HCE 620 Fundamentals of Counseling Theories

This course is for those who are or will be engaged in counseling in an educational or mental health setting. Selected theories and related techniques are closely examined. Research literature that has a bearing on the effectiveness and noneffectiveness of counseling is reviewed.   Cr 3.

HCE 621 Fundamentals of Counseling Skills

This course emphasizes the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and nonverbal factors that influence the interactions within the counseling relationship. The primary focus is to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students.   Cr 3.

HCE 622 Counseling Children and Adolescents

This course examines selected theories, related techniques, and skills for counseling children and ado-

lescents. 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 HRD 668, or by permission of the instructor.   Cr 3.

HCE 623 Theories and Applications of Play Therapy: Summer Institute
This intensive, one-week summer institute presents an overview of the various theories of play therapy and examines them in the social, cultural, and economic contexts in which they were first implemented. Applications of the theories to special settings and with special populations are explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none.   Cr 3.

HCE 624 Child-Centered Play Therapy
This course is intended for students who wish to use a child-centered theory of play therapy in counseling children. It presents the theoretical framework of a child-centered approach to working with children and begins the necessary training for skill development in using this theory. Prerequisites: HCE 621 and HCE 622.   Cr 3.

HCE 625 Adlerian Play Therapy
This course will examine Adlerian theory as it applies to clinical work with children and adolescents. Topics will include an overview of Adlerian theory and of play therapy, consultation with parents and teachers, encouragement, setting limits, understanding the goals of discouraged children, phases of therapy, and ethical and legal implications. Classes will include brief lectures, skill building exercises, discussion, and reflection. Prerequisite: graduate-level status.   Cr 3.

HCE 626 Group Process and Procedures
This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills is emphasized. Open to matriculated graduate students only.   Cr 3.

HCE 627 Group Counseling
This course focuses on the development of concepts, attitudes, and skills necessary to lead counseling groups effectively in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additionally, the behavior of the leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and HCE 626 or by permission of the instructor.   Cr 3.

HCE 640 Professional Issues for Mental Health Counselors
Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems that organizations encounter in helping people and the consequences of services that interfere with helping. Attention is given to interprofessional and interorganizational approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing, and ethical standards will also be examined. A special emphasis of the course is on examining mental health counseling from an historical, ethical, legal, philosophical, and developmental perspective.   Cr 3.

HCE 641 Mind/Body Techniques
This course addresses the relationship between cognitive processes and physiology from a healing/personal wellness perspective. Various aspects of Eastern thought/religion, as well as Western behavioral medicine are explored in regard to physical health and emotional well-being. Research on the mind/body relationship is reviewed and discussed. Participants will be required to learn and practice meditative and mind/body techniques.   Cr 3.

HCE 642 Perspectives on Chemical Dependency
This course focuses on the overall dynamics of chemical dependency and will serve as an introduction to understanding the various stages, processes, and effects of such addictions. Specific topics will include social and psychological dynamics of chemical dependency involving family, peers, and co-workers. The roles that professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare are considered in depth.   Cr 3.

HCE 643 Psychopharmacology and Substance-Related Disorders
This course provides participants from non-scientific backgrounds with a basic understanding of the effects of licit and illicit drugs. The role of these drugs in distorting brain chemistry and promoting substance-related disorders is explored. Relationships between substance-related disorders and mental illnesses are outlined. Interactions among the biological, psychological/emotional, and behavioral aspects of substance abuse are examined in relation to symptom reduction and identification, intervention strategies, and the treatment of substance abusing clients.   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 situ-

ations 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 690 or by permission of the instructor. Cr 3.

HCE 650 Basic Concepts of Systems Theory and Family Therapy
This course provides students with an historical context for the field of family therapy. A general historical overview is followed by the presentation of sociological theories of family and family development. General systems theory and its application to family therapy are explored, providing students with an understanding of the systemic underpinnings of family therapy. Other theories that have influenced the field will be explored. 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 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 696 Group Counseling Practicum
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling groups. Role-playing, video and audio tapes, and demonstrations are used in helping each student develop an integrated leadership style in working with groups. Prerequisites: HCE 690 and approval of the supervising professor. Cr 3.

HCE 699 Independent Study in Counselor Education
This course provides students the opportunity to pursue a project independently, planning and exploring an area 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 are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Open to matriculated graduate students only. Cr 1-6.

HRD 545 Gender and Learning
In this course students explore the multiple and com-

plex relationships of gender and learning from diverse theoretical perspectives, including topics such as feminist theories and pedagogies, historical perspectives on gender and education, and identity development. Gender is analyzed from infancy through adulthood in connection with other aspects of identity that impact learning, including race, class, sexual orientation, disability, and ethnicity.　Cr 3.

HRD 555 Introduction to Student Affairs in Higher Education

This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs.　Cr 3.

HRD 556 Summer Institute in Student Affairs

This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master's program.　Cr 3.

HRD 557 Gerontology for Educators

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 558 Summer Institute in Educational Gerontology: Aging and Life Review

This course examines the process of life review and its role in human aging. The phenomena of memory, imagination, and identity in later age are examined. Sudents develop practical methods of facilitating life review of themselves and older clients.　Cr 3.

HRD 559 Summer Institute in Educational Gerontology: Aging, Death, and Bereavement

This course examines the phenomenon of death in modern society, with a special emphasis on implications for older persons. Issues such as the meaning of death, the dying process, survivorship, and sui-cide are treated. Special attention is paid to the role of the professional in death education.　Cr 3.

HRD 600 History and Philosophy of Adult Education

This course examines historical and philosophical foundations of adult education. Key trends and theoretical frameworks are explored. Students will be introduced to a range of adult education practice domains in Maine and elsewhere. Creating a "community of learners" and modeling other adult education practices is a central goal of this course.　Cr 3.

HRD 601 Marketing Training and Adult Education

This course acquaints the student with the purpose, organization, function, methods, tools, and techniques of marketing within the setting of adult education, continuing education, and training programs. Attention is given to the development of a customized marketing plan, focusing on the research and planning phases of the plan. This is an applied course in which students spend a significant amount of time participating in hands-on learning experiences, working in teams.　Cr 3.

HRD 604 Self-Directed Education: Orientation

This is the first of three one-credit core courses that establish the foundational concepts and skills of self-directed education. This course introduces students to the adult education program, emphasizing educational planning, key ideas and themes, professional networking, reflective writing, and development of an educational portfolio. This course is intended to help students succeed by introducing requirements, opportunities, and self-directed educational skills at the beginning of their program.　Cr 1.

HRD 605 Self-Directed Education: Review and Focus

This is the second of three one-credit core courses that establish the foundational concepts and skills of self-directed education. The course is intended for students who have completed half or more of their coursework, to enable them to reflect upon and strengthen their interest in adult education and to plan the rest of their program, especially their directed study or internship and their capstone paper. Students carry out explorations of resources that can enhance their professional knowledge and practice. Prerequisite: To be taken the semester before HRD 687 or HRD 698.　Cr 1.

HRD 606 Self-Directed Education: Comprehensive Essay

This is the third of three one-credit core courses that establish the foundational concepts and skills of self-directed education to be built on throughout the program. The course is intended to be taken as the final course of the program to prepare students for the comprehensive essay and future learning and work. Prerequisite: completion of other coursework (often taken with HRD 649) or by permission of the advisor.　Cr 1.

HRD 630 Facilitating Adult Learning

This course examines the theory and practice of facilitating adult learning. The aim of the course is to develop a working knowledge of numerous approaches to facilitation including analysis of students' strengths and weaknesses in particular learning contexts. Special emphasis is placed on developing skills in making presentations and leading group discussions. Cr 3.

HRD 631 The Adult Learner

This course examines the social, psychological, economic, and cultural situation of the variety of adults served by adult education programs today. The aim of the course is to develop a theory of learning which is applicable to adults in diverse circumstances and with diverse goals, needs, and styles of learning. Attention is given to stages of adult growth, the development of learning goals, learning environments, and to a variety of theories on learning. Cr 3.

HRD 632 Program Development in Adult Education and Human Resource Development

This course presents the models, techniques, and practices of constructing curricula and developing programs for adult learners as individuals, groups, and community organizations. The course covers both educational and training programs and emphasizes practice, skill acquisition, and competence in curriculum development for adults with diverse needs and in diverse learning environments. Cr 3.

HRD 633 Managing Adult Education and Human Resource Development

This course examines the administrative and leadership skills necessary for the development and management of units such as adult education centers, continuing education offices, and training and staff development departments in profit and nonprofit organizations. Particular attention is given to the development of mission statements, the use of advisory boards, community needs assessment approaches, personnel management, and the development of a management style. Cr 3.

HRD 635 Training and Development

This course acquaints students with the organization, staffing, function, methods, and techniques of training and staff development in contemporary work organizations. Attention is given to the strategic role of training and development in helping organizations achieve their mission and to the design, delivery, and evaluation of training and staff development programs that meet individual and organizational objectives for supervisors, managers, and support staff. This is an applied course in which students plan a training or staff development program based on adult learning theory and principles of effective practice. Cr 3.

HRD 637 Community Education

Community education is concerned with major issues and trends affecting the lives of all citizens of a community. It measures well-being by the extent to which people have the opportunity to learn all they need to survive and flourish. It is a philosophy, a movement, an approach to school organization, and a mode of community development. Community education is examined in such forms for relevance to improved practice of educators and other community human resource developers. The course begins with social trends bearing upon the quality of community life as context for analysis of community and community change; then, moves to community education process, program, and skills of delivery as studied in specific community settings. Cr 3.

HRD 639 The Heart of Teaching

This course explores the elements of fostering and supporting fundamental changes in adult learners through the process of teaching. Transformational learning theory is examined and applications to teaching are explored through exercises and discussion. Cr 3.

HRD 643 Multicultural Adult Development

This course examines adult cognitive and psychosocial developmental theory and practice from a multicultural perspective. It considers multiple identities within different social and cultural populations (gender, ethnicity, sexuality, disability, socioeconomic class), and presents an overview of the multicultural adult development literature intended for masters students preparing to work with young or middle-aged adults in educational, training, or supervisory settings. Cr 3.

HRD 646 Global Perspectives of Adult Education and Practices

This course provides students with a broad overview of some of the historical roots and current practices of adult education internationally. It provides information about significant leaders and agencies, as well as subjects such as: women's education, literacy, peace and human rights, research, the environment, and new technology, as they relate to adult education. Cr 3.

HRD 647 Work and Learning Institute

This course examines education/learning in the workplace, focusing on how such education can meet the learning needs of workers, the business needs of workplaces, and the workforce development needs of the community. It applies principles and practices of adult education to the workplace. The course provides opportunities for students to observe and participate in actual workplace education activities. Topics may vary from year to year. Cr. 3

HRD 649 Seminar in Adult Education and Human Resource Development

This seminar addresses current issues, problems, and topics in adult education and human resource development. Participants are to select, develop, and present topics of interest to them as well as benefit from presentations prepared by the instructor.

Usually taken toward the end of the program, this seminar is an opportunity to apply knowledge and skill to problems of current interest in the field of adult education. Cr 3.

HRD 653 Consulting: Fundamentals and Practice

This course provides students with an overview of consulting theory and practice. Particular attention is given to understanding a collaborative framework for establishing a consulting practice. Additionally, consulting is explored from a process perspective. This intent is to provide students with the background and skills to work more effectively as clients and as internal consultants. This is an applied course and students will work in teams doing a hands-on consulting project. Cr 3.

HRD 660 Life Span Development

This course examines the processes underlying the growth, development, and behavioral changes of humans from conception through adolescence. The interaction of biological and environmental factors will be considered in studying physical, cognitive, and psychosocial development during these earlier stages of the life span. Theoretical frameworks will be provided for the examination of these processes. Prerequisite: ETEP program admission. Cr 3.

HRD 664 Culture, Tradition, and Diversity

This course focuses on developing multicultural awareness, understanding the role of culture and tradition in the life cycle, examining issues of diversity in human interactions, and exploring the attitudes and perceptions of diverse populations. The course surveys world views, values, and beliefs of specific groups to better understand and appreciate diversity as it relates to professional applications. This course includes a field experience. Cr 3.

HRD 667 Action Research and Evaluation Methodologies

This course provides an overview of the role of action research within organizations and community settings. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

HRD 668 Human Development

This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience. Cr 3.

HRD 669 Adolescent Development

This course introduces developmental theory and research as it relates to adolescence. A multi-disciplinary view of adolescent development is taken to examine the processes underlying growth, development, and behavioral changes during adolescence. The interaction of biological and environmental factors is considered in studying the physical, cognitive, social, affective, and moral aspects of adolescent development. The primary focus is on the adolescent as a learner. Note: This course is intended for students matriculated in the Extended Teacher Education Program and middle level education program. Cr 3.

HRD 685 CAS Completion Project in Adult Learning

Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of program peers, faculty, colleagues, family, and friends. There are four options for projects: (1) field-based study, (2) public policy initiative, (3) publishable theory paper, or (4) personal learning curriculum for adults. 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. Cr 1-9.

HRD 693 Life Stories, Personal Mythmaking, and Spiritual Development

Life stories offer a subjective, developmental frame of reference for understanding and integrating life experiences, and can serve as tools for personal transformation and healing. This course examines a pattern of growth shared by the mythic journey of the hero and the mystic journey of the soul that might be viewed as a framework for understanding psycho-spiritual development. It views classic myth as enduring truth, personal mythmaking as sacred storytelling, and spiritual development as a conscious, practical, everyday path and practice for achieving optimal growth across the life cycle. The course provides a theoretical and methodological foundation for the in-depth study of individual lives within the context of world mythology and world religions. It serves as a reflective, self-exploration component of master's level programs, using a workshop approach in a seminar format, and suggests practical tools for educational and clinical applications. Cr 3.

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.   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.

ITE 650 Technology: Its Evolution and Social Impact
This course will concentrate on an anthropological study of industry and technology over the millennia. Emphasis is placed on the examination of the great technological innovations and inventions that have impacted on civilization throughout history. National and global ramifications of civilization's technological progress are analyzed.   Cr 3.

ITE 651 Curriculum Trends in Industrial/Technology Education
This course is geared toward acquainting the industrial arts/technology education and vocational education teacher with the rapid curriculum changes that are occurring in the profession: the transition from a traditional industry content base to that associated with modern industry and technology. Emphasis is placed upon the analysis of contemporary technology education curriculum models, career education and occupational training, instructional strategies, delivery systems, and the development of appropriate technology learning activities applicable to the K-12 curriculum.   Cr 3.

ITE 653A & 653B Contemporary Problems/Technical Developments in Selected Technologies
This directed studies course focuses on contemporary developments in and problems associated with student-selected areas of material processing, energy/power, and technical communications technologies. The course provides an opportunity to study recent technological developments and to analyze their impacts on society and the environment. Specific topics are identified through a formal proposal process and will be studied independently. The group meets on a regular basis to discuss study progress and present their findings and conclusions in formal oral and written presentations. Both ITE 653A and ITE 653B are required.   Cr 3 (for each course).

ITE 654 Measurement and Evaluation in Industrial/Technology Education
This course focuses on the preparation and use of teacher-made written achievement and performance tests and rating scales and basic statistical procedures and evaluation techniques for the industrial arts/technology education and vocational/occupational (trade and industry) educator.   Cr 3.

ITE 655 Practicum/Seminar
The ITE 655 Practicum/Seminar and its major project, the Practicum Report, constitute the culminating project of the program. The Practicum Report documents the student's attempt to synthesize and apply learning from the program through the identification of a problem pertaining to industrial/technology education in a field setting. The written Practicum Report will be verbally defended.   Cr 6.

MME 512 Professional Internship in Secondary Mathematics Education
The course is designed for those preparing to teach mathematics and admitted to the secondary mathematics education program. This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching mathematics. This is a thirteen-week classroom placement in which the intern completes six weeks of lead teaching.   Cr 3.

MME 552 Middle School Mathematics Methods and Curriculum Design
This course is designed to provide secondary mathematics education students with knowledge and skills for planning, implementing, and critiquing middle school mathematics curricula. Major areas of focus include curriculum integration, evaluation, selection, and implementation and the development of a conceptual framework that demonstrates the interconnections of curriculum, instruction and assessment. Prerequisite: EDU 550 or permission of the instructor.   Cr 3.

MME 554 Secondary Mathematics Methods
The course is intended for those preparing to teach mathematics at the 7-12 level. Major areas of focus include an introduction to the National Council of Teachers of Mathematics Principles and Standards of School Mathematics and Maine Learning Results, designing lesson plans and grading rubrics, and using technology in the classroom. Prerequisite: MME 552 or permission of the instructor.   Cr 3.

SED 540 Nature and Needs of Learners Who Are Exceptional
This course focuses on the unique characteristics and educational and social/emotional needs of children and youth who display a range of learning disabilities, mild forms of developmental delay, and mild to moderate forms of behavioral and adjustment problems.   Cr 3.

SED 550 Teaching Gifted Students in the Regular Classroom
This course is for teachers who serve gifted/talented students within the structure of the regular class-

room. Topics include adapting the "required" curriculum to meet the needs of students; teaching/facilitating independent/small group activities; using learning centers, task cards, and student contracts; working successfully with parents, resource teachers, and administrators; and considering current issues in gifted child education specific to the regular classroom environment.　　Cr 3.

SED 614 Methods of Teaching Mathematics for Students with Special Needs
This course for practicing teachers focuses on teaching methods and new teaching approaches in mathematics used with students with special needs. Current issues of concern, major curriculum thrusts, such as the National Council of Teachers of Mathematics Standards, Maine's Learning Results, promising practices, and methods to differentiate instruction and assessment techniques are addressed in this course. Approaches for students of different age levels from early childhood through secondary school are included.　　Cr 3.

SED 615 Positive Behavioral Interventions and Supports
This course presents the foundation and essential features of positive behavioral support at three levels (school-wide, classroom, and individual). Students will conduct applied projects that include creating, implementing, and evaluating data-driven intervention plans.　　Cr 3.

SED 618 Programming for Learners with Special Needs
This course is for individuals who provide educational services to learners with special needs. This may include learners with mild handicapping conditions and/or students with academic gifts and talents. Participants will learn strategies for planning and providing differentiated learning experiences within appropriate learning environments.　　Cr 3.

SED 653/SPY 672 Assessment of Academic Achievement
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: open to matriculated USM school psychology and special education program students or with permission of instructor. EDU 600 and HCE 605.　　Cr 3.

SED 654 Assessment in Special Education Part II
Students examine a variety of informal procedures

for use in the assessment of the instructional needs of exceptional learners. Students learn how to develop and conduct interviews, observations, and continuous and periodic assessments of instruction. Record keeping procedures are also examined. Students are expected to develop several in-depth projects. Prerequisite: SED 653.　　Cr 3.

SED 659 Education of the Gifted/Talented
This course is for individuals responsible for initiating, mainstreaming, and/or extending services for gifted/talented students. Topics for study include: a) identification procedures, b) curriculum development and implementation, c) administration and classroom management, d) staff development and community involvement, and e) evaluation of student growth and program effectiveness.　　Cr 3.

SED 660 Curriculum and Methods for Teaching the Gifted
This course is for individuals responsible for a) developing or modifying learning experiences for gifted/talented students at the elementary or secondary school level, b) implementing differentiated learning experiences within the regular classroom or through a special grouping arrangement, and/or c) creating/selecting instructional materials to support the implementation of differentiated learning experiences.　　Cr 3.

SED 661 Advanced Curriculum and Methods for Teaching the Gifted
This course is for teachers, consultants, coordinators, and directors who work in programs for gifted/talented who are responsible for developing and implementing a curricular scope and sequence plan for the program, articulating services between grade levels and among content/skill areas within a district, coordinating the use of instructional materials within a program, and assisting others in utilizing, adapting, and creating learning activities for gifted/talented students.　　Cr 3.

SED 662 Productive Thinking and the Gifted Learner
This course is for individuals responsible for a) identifying creative potential within students, b) planning and implementing learning experiences for nurturing creative thinking, c) selecting or developing instructional materials for enhancing creativity, d) establishing learning environments conducive to creativity, and/or e) evaluating program effectiveness and student growth in creativity training.　　Cr 3.

SED 663 Management in Education of the Gifted
This course is for individuals responsible for coordinating services for gifted and talented students within a district. Topics of study include program administration, program evaluation, personal interaction skills, and group dynamics.　　Cr 3.

SED 664 Gifted Students in Special Populations
This course is for individuals responsible for identi-

fying and serving gifted students from special populations. These populations include underachievers, females, culturally diverse and/or economically deprived, rurally isolated, bilingual, artistic, creative, physically challenged, and highly gifted.   Cr 3.

SED 665 Institute for Program Planners in Education of the Gifted/Talented

This course is for individuals and teams of individuals responsible for planning district-wide programs for gifted and talented students. Participants develop a procedural written plan of action for guiding the development and the implementation of programs. Planning areas include: a) identification, b) curriculum, c) administration, d) staff development, and e) evaluation.   Cr 3.

SED 666 Models in Education of the Gifted

This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted/talented students. Selected models prominent in the field are reviewed and critiqued. Prerequisite: SED 659 or SED 660 or permission of instructor.   Cr 3.

SED 667 Social/Emotional Needs of the Gifted

This course is for classroom teachers, program coordinators, parents, and other individuals who interact with gifted and talented students. Topics for examination include: a) factors affecting social and emotional development, b) achievement and underachievement, c) curriculum and the affective domain, and d) resources/strategies for responding to the needs of the gifted/talented.   Cr 3.

SED 668 Seminar in Education of the Gifted/Talented

This course is for students who have completed at least four courses in education of gifted/talented students. The seminar focuses on critical issues related to the field. Students collect and critically analyze information relating to the issues.   Cr 1.

SED 669 Technical Assistance Systems

This course is for administrators, consultants, program coordinators, teachers, and other individuals responsible for initiating, maintaining, or extending educational programs. Topics for study include assessing resources and needs, relating with client systems, diagnosing relationships and situations, acquiring resources, choosing and supporting solutions, and stabilizing innovations. Prerequisite: advisor's permission.   Cr 3.

SED 670 Secondary Programs for the Gifted/Talented

This course is for administrators, program coordinators, and teachers who are responsible for planning, implementing, maintaining, and/or extending programs for gifted and talented students at the secondary school level.   Cr 3.

SED 679 Consultation and Special Education

This course is for individuals who are responsible for the planning and the coordination of programs for exceptional learners. The focus of the course is on utilizing a non-categorical, process-oriented approach to providing services for students.   Cr 3.

SED 682 Special Education Law

This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Improvement Act and other relevant federal and state legislation, regulations, and policy.   Cr 3.

SED 683 Topical Seminar

This is an advanced course that covers selected topics in exceptionality. Several current issues are examined in-depth each semester. Individual and group presentations are required.   Cr 3.

SED 684 Administration in Special Education

A course designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. Prerequisite: SED 540 or permission of instructor.   Cr 3.

SED 685 Advanced Seminar in Special Education

This is an advanced course that integrates and synthesizes research and practices across disciplines in exceptionality. Individual and group presentations are required as well as a major paper. Prerequisites: matriculated students who have completed nine (or more) courses, and program permission.   Cr 3.

SED 687 Technology in Special Education

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

Students complete 350 hours of supervised teaching experience. Interns apply effective instructional practices and experience interdisciplinary planning, team work facilitation, and consultation. Internship experiences reinforce the acquisition of ethics and standards of the teaching profession. Prerequisites: matriculated students and program permission.   Cr var.

SED 689 Prevocational/Vocational Assessment and Education

This course introduces the fundamentals of selecting and administering prevocational and vocational assessment tools, including their types, purposes, and methods of interpretation. Participants learn

how to use the tools in order to plan and implement programming for secondary-level students who have handicapping conditions and other special needs. Participants are introduced to strategies for assisting secondary students in preparing for, locating, and participating in training and employment opportunities. Cr 3.

SED 692 Transition From School to Adult Life
This course introduces participants to the concepts of transition from school to work and community living for secondary students (7-12th-graders) with disabilities. Students develop skills in interdisciplinary team planning and an awareness of community resources necessary to aid students with disabilities in achieving career goals and a satisfactory adjustment to adult life. Cr 3.

SED 699 Directed Study
This course is an opportunity to gain, apply, and integrate knowledge and skill in exceptionality by planning and conducting a project. The project must be intellectually sound, have direct applicability to the student, and produce a high quality product. Specific content and methods of evaluation are determined in conjunction with faculty supervisor. Prerequisites: EDU 600, matriculated students only, and program permission. Cr var.

SPY 603 Consultation in School Psychology
This course examines how school psychologists can provide consultation services in school and clinical settings. A review of research that outlines a variety of consultation roles and procedures is incorporated with case studies and opportunities to explore the use of consultation as part of a problem-solving, data-based approach to school psychology. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, SED 611, SED 682 and/or permission of instructor. Cr 3.

SPY 609 Orientation to School Psychology
This course provides an introduction to the profession of school psychology. Incorporating historical information with issues of current practice, students will be exposed to an overview of the skills, knowledge base, work requirements, and responsibilities of school psychologists. In order to reveal the daily expectations of school psychologists, the course includes practicum activities that introduce students to the daily routines of school psychology practitioners. Cr 3.

SPY 659 Clinical Research Methods
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. The research methods taught in the course are utilized by students to conduct a pilot study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. Using a single-subject research design, students design, implement and monitor the efficacy of an applied intervention. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, SED 611, SED 682, or permission of instructor. Cr 3.

SPY 671 Physical Bases of Behavior
This course examines neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of typical and atypical patterns of development and neurological and health problems of children and adolescents. Cr 3.

SPY 672 Assessment of Academic Achievement (co-listed with SED 653)
This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: open to matriculated USM school psychology and special education program students or with permission of instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

SPY 673 Social Foundations of Behavior
This course provides knowledge and skills in the area of social psychology. The course includes an overview of basic social psychology methods and research findings as well as preparation of students to conduct assessment and intervention for social skills problems among school-age children. The course includes discussion of the importance of social skills and provide a rationale for promoting and teaching pro-social behavior. Students review and learn how to administer, score, and interpret both screening level and evaluation-level social skills assessment instruments. In addition, students review a variety of interventions and develop social skills interventions based on assessment information. Prerequisites: Matriculation in USM school psychology or special education program or permission of instructor. Cr 3.

SPY 674 Child and Adolescent Psychopathology
This course acquaints the student with definitions of and development of normal versus abnormal behavior from infancy through adulthood as well as pres-

ents common classification systems for psychopathology. Continuity from normal to abnormal behaviors, behavior problems in children as indices of pathology, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations, and family and sociocultural dynamics. Cr 3.

SPY 675 Indirect Behavioral Assessment
This course examines a variety of analog behavior assessment methods addressing social-emotional behavior issues. Assessment techniques covered in the course include psychosocial interviews, behavior rating scales, and adaptive behavior assessments. This course includes practica experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 684. Cr 3.

SPY 676 Behavioral Principles of Learning
This course introduces behavioral principles and processes that are involved in learning. Starting with a foundation of knowledge delineated through basic research, the course includes a review of findings from an array of studies of learning mechanisms. Topics include respondent behavior and conditioning, operant behavior and conditioning, discrimination and stimulus control, establishing operations, schedules of reinforcement, and verbal behavior and cognition. The content of this course provides the basis for SPY 684 Advanced Applied Behavior Analysis. Cr 3.

SPY 677 Cognitive Assessment
This course is an examination of the historical and theoretical bases of individual differences and intellectual testing. It includes supervised practice in selection, administration, scoring, interpretation, and reporting of cognitive assessment results. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SPY 609, SPY 671, SPY 674, SPY 676, SPY 684, SED 540, SED 682 or permission of instructor required; open only to matriculated USM school psychology program students. Cr 3.

SPY 678 Functional Behavioral Assessment
This course prepares students to conduct functional behavioral assessments. Incorporating a variety of methodologies including interviews and different types of systematic observations, this course includes practica experiences in which students are supervised in the practice of functional behavioral assessment procedures and evaluation reports. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SED 540, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 675, SPY 676, SPY 684. Cr 3.

SPY 684 Advanced Applied Behavior Analysis
This is an advanced course that examines behavioral technologies used by independent practitioners, consultants, and behavioral team leaders to change socially meaningful behavior. These technologies are based upon the more complex behavioral principles derived from the experimental analysis of behavior. The behavioral technologies examined will include those based on positive and negative reinforcement, punishment, stimulus control, stimulus shaping and fading, simple and complex schedules of reinforcement, establishing operations, the matching law, behavioral economics, and behavioral momentum. Emphasis will be placed on behavioral technologies used to improve children's social and academic behavior, while reducing behaviors that interfere with functioning in mainstream settings. The course will also introduce students to the Association for Behavior Analysis, the *Journal of Applied Behavior Analysis*, and credentialing for ABA practitioners. Prerequisite: SPY 676 or instructor permission. Cr 3.

SPY 688 Internship in School Psychology
The internship is a 1,500-hour field experience in school psychology under a qualified supervisor in a public school setting. It is undertaken at the end of the program. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SED 540, SED 682 SPY 603, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, and advisor approval. Cr var.

SPY 693 School Psychology Practicum I
The 250-clock-hour, first-year practicum is an introductory supervised experience within a public school. The first-year practicum provides the student with introductory experiences in the culture and systems of school settings, instructional methods and materials, and school psychology practices. Graded Pass/Fail. Prerequisite: matriculated school psychology students only. Cr 3.

SPY 694 School Psychology Practicum II
The 250-clock-hour, second-year practicum is a supervised experience within a public school or human service setting. The practicum provides the student with experiences in psychological assessment, consultation, and school psychology practice. Graded Pass/Fail. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 677, SPY 678, SPY 684, SED 540, SED 682. 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 as a student in the school psychology program or permission of instructor. Cr var.

SPY 709 History, Systems, and Ethics of Psychology
This course covers the history of modern psychology. Beginning with the history of Western psychology, the course reviews the major historical, social, economic, and cultural factors that contributed to the rise of psychology as a distinct branch of science in Europe and the United States. The course includes readings and discussion of the similarities and differences between the science of human behavior and other scientific disciplines. Additionally, the course includes readings and discussion of the study of human behavior from other cultural traditions. Prerequisites: Psy.D. matriculants only.   Cr 3.

SPY 727 Advanced Academic Intervention Methods
This course provides training in knowledge and skills for the use of advanced educational intervention practices in school psychology. Students learn how to select, use, and interpret data from advanced academic achievement assessment and intervention methods appropriate for school psychology practice. Through readings, discussion, practice and report-writing, students will develop the skills necessary to provide comprehensive intervention services for students with academic achievement difficulties. Prerequisite: matriculated Psy.D. students or permission of instructor.   Cr 3.

SPY 728 Interventions for Individuals with Behavioral Disabilities
This course provides training in knowledge and skills for the use of advanced behavioral intervention practices in school psychology. Students learn how to select, administer, use, and interpret advanced behavioral intervention measures appropriate for school psychology practice. Through readings, discussion, practice administrations, and report-writing, students will develop the skills necessary to provide comprehensive intervention services for students with behavioral difficulties. Prerequisites: matriculated Psy.D. students only or permission of instructor.   Cr 3.

SPY 729 Advanced Intervention Methods for Individuals with Developmental Disabilities
This course provides training in knowledge and skills for the use of advanced intervention practices in school psychology. Students learn how to select, use,

and interpret data from advanced intervention measures appropriate for use with individuals who have developmental disabilities. Through readings, discussion, practice administrations, and report-writing, students will develop the skills necessary to provide comprehensive intervention services for low-incidence and high-risk student populations. Prerequisities: matriculated Psy.D. students only.   Cr 3.

SPY 751 Advanced Research Seminar
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. A selection of the research methods taught in the course will be utilized by students to conduct an intensive, year-long doctoral research related to best practices in school psychology. This course is taken in the semester before internship and is a prerequisite for SPY 759 Psy.D. Research Project. Prerequisites: matriculated Psy.D. students only.   Cr 3.

SPY 759 Psy.D. Research Project
This course includes the activities necessary to design, implement, evaluate, and summarize a major research project related to the field of school psychology. Course participants will conduct a literature review and needs assessment to identify a research project. The project will be matched to an identified subject or sample to address specific research questions. Once appropriate informed consent for research is obtained, students will conduct the research and report the findings. This course is taken during the fall and spring semesters of the predoctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other prerequisite courses.   Cr 3.

SPY 788 Pre-Doctoral Internship in School Psychology
The pre-doctoral internship is a 1,500-hour field experience in school psychology under the supervision of a licensed psychologist in a public school and/or clinical setting. It is undertaken at the end of the Psy.D. program. Prerequisites: Satisfactory completion of all Psy.D. doctoral program course requirements and permission of the program faculty. Cr var. (total of 9 semester hours for the internship).

Action Learning Center

Assistant Dean for Finance and Administration: Robin Day; *Program Manager:* Laura O'Neill

The Action Learning Center (ALC) provides an experiential education opportunity targeting middle and high school students, college students, teachers, administrators, business and industry management and personnel, and nonprofit agency groups of all ages. Programs are conducted both in a University indoor setting as well as at our outdoor learning course located in coastal Freeport, adjacent to the USM Stone House conference facility. Programs are facilitated by highly skilled and trained professionals with expertise in adventure-based education. The focus of the ALC is to offer outdoor activities designed to expand the physical, intellectual, social, and emotional resources of participants. Activities emphasize problem-solving and decision-making skills, self-confidence building, interpersonal skills, team building strategies, and leadership development training. Graduate courses are offered by the CEHD Professional Development Center. For more information visit the Action Learning Center Web site at www.usm.maine.edu/alc or call (207) 780-5659. The program office is located at 117 Bailey Hall on USM's Gorham campus. The mailing address is 37 College Avenue, Gorham, ME 04038.

Assessment Center

Coordinator: Rachel Brown-Chidsey

The Assessment Center is a resource for CEHD faculty, students, and the education community. Staffed by a graduate assistant, under the supervision of faculty from the counselor education, school psychology, and special education programs, the Assessment Center lends assessment materials to students, faculty, and educators who possess the prerequisite training and expertise to administer and interpret them. The Assessment Center has a collection of over 475 achievement, behavior, cognitive, and personality tests. For additional information and hours of operation, contact the Assessment Center at 407 Bailey Hall, Gorham, ME 04038; (207) 780-5671 or (207) 780-5220; assessment.center@maine.edu.

Center for Education Policy, Applied Research, and Evaluation

Director: David L. Silvernail

The Center for Education Policy, Applied Research, and Evaluation (CEPARE), provides assistance to school districts, agencies, organizations, and University faculty by conducting research, evaluation, and policy studies. In addition, CEPARE co-directs the Maine Education Policy Research Institute (MEPRI), an institute jointly funded by the Maine State Legislature and the University of Maine System. This institute was established to conduct studies on Maine education policy and the Maine public education system for the Maine Legislature.

More information can be found on the Center's Web site at www.cepare.usm.maine.edu or by contacting CEPARE at the University of Southern Maine, 99 School Street, Gorham, ME 04038; (207) 780-5044.

Multicultural Education Programs

Director: Linda Evans; *Assistant Director:* Satomi Shimada

The Multicultural Education Programs is administered through the University of Southern Maine College of Education and Human Development in partnership with school districts to provide training and outreach to educators who work with limited English proficient students. Its mission is to increase the number of qualified school personnel serving culturally and linguistically diverse students in Maine schools. Participants for this program include immigrants and refugees who have settled in Maine. This program also helps to ensure that pre-service and in-service teachers are able to fulfill the requirements necessary for the Maine State ESL Endorsement.

Within the Multicultural Education Programs is the Newcomer ETEP program that is designed to recruit language-minority candidates with experience and aptitude for teaching and to facilitate their entry and advancement in the profession through provision of appropriate supports, professional development, and certification through the Extended Teacher Education Program (ETEP).

The Multicultural Education Programs also administers the Pathways to Higher Education for Educational Technicians. The program provides financial support and comprehensive individualized education planning for non-certified bilingual educational technicians and language facilitators. The program helps bilingual education technicians and language facilitators complete an associate's degree or 60 college credits, a requirement for all paraprofessionals under No Child Left Behind. For more information about the programs visit www.usm.maine.edu/cehd/Multicultural-education-programs or call (207) 780-5564, or visit 62 School Street, Gorham, ME 04038.

Professional Development Center

Director: George Lyons

The Professional Development Center (PDC) is the inservice agent of the College of Education and Human Development (CEHD). 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 CEHD departments, programs, and other centers to complement their outreach missions; the Maine Department of Education to provide resources for teacher re-certification and endorsement; K-12 schools to design and deliver professional development tailored to school district's specific needs; human resource organizations to offer professional development opportunities for counselors, school psychologists and adult educators; nonprofit organizations and professional associations.

The PDC develops, implements, and administers credit and noncredit courses, workshops, and conferences to supplement and expand professional development opportunities.

To learn more about services provided by the Professional Development Center, visit the PDC Web site at www.usm.maine.edu/pdc or call (207) 780-5326. The PDC offices are located on the USM Gorham campus in 119 Bailey Hall. The mailing address is: 37 College Ave, Gorham, ME 04038.

Southern Maine Partnership

Director: Lynne Miller, professor of educational leadership

The Southern Maine Partnership (SMP) is a school-university collaboration that links local school districts and the University of Southern Maine in support of educator and student development. Founded in 1985 and an original member of the National Network for Educational Renewal, the SMP is one of the longest-lived collaborations in the country and has gained national recognition for its approaches to professional learning and school renewal.

The partnership focuses on deepening teaching practice and creating conditions for student success at both the school and university levels through conversation and collaboration. To this end, it works closely with the Professional Development Center and member districts to develop and deliver degree and certificate programs that are tailored to local needs and interests. In addition, it engages university and school faculty, from a variety of disciplines, in efforts to prepare students for the demands of college-level work.

For more information, visit www.usm.maine.edu/smp or e-mail lynnem@usm.maine.edu. The office of the director of the Southern Maine Partnership is located at 222C Bailey Hall, Gorham, ME 04038.

University of Maine School of Law

Dean: Peter Pitegoff

Juris Doctor

Professors: Cluchey, Delogu, Friedman, Khoury, Lupica, Maine, Owen, Rieser, Rogoff, Ward, Wriggins, Zarr, Zillman; *Associate and Assistant Professors:* Galbraith, Howard, Smith, Tuerkheimer, Wanderer; *Visiting Clinical Professors:* Norchi, Northrop

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 men and women who become capable and motivated attorneys.

The academic program is rigorous and demanding. Thanks to the School's size its students have the benefit of small classes, frequent and informal contact with the faculty, and a friendly atmosphere.

The School averages 85 students per class, of whom approximately 50 percent are women; the number of students in the School is about 250. The student body is remarkably varied in age, professional and academic experience, and background.

The School's 18-member, full-time faculty and a number of part-time instructors drawn from the local community of attorneys, represents a diversity of backgrounds, expertise, and interests.

The School is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

Established at Portland in 1961, the Law School is an administrative unit of the University of Southern Maine, but has responsibilities to the statewide University system. The School is located in a building, accessible for handicapped students, that provides facilities for classroom and seminar discussion, library research, moot court participation, clinical practice, legal publications, and student activities.

For more information on the Law School, contact the Admissions Office, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102, (207) 780-4341, or visit the Law School Web site at www.mainelaw.maine.edu.

Center for Law and Innovation

Director: Rita Heimes

The Center for Law and Innovation, formerly the Technology Law Center, at the University of Maine School of Law, was established in 1999 in recognition of the role of law in technological innovation and the expansion of electronic commerce. The Center provides educational opportunities in intellectual property, e-commerce, and technology-related law to students, practicing attorneys, and the Maine business community through courses, conferences, and seminars. The Center also engages in research projects that support Maine's investment in science and technology. The Center for Law and Innovation also administers the Maine Patent Program, which provides education and assistance with the U.S. patent process to companies, inventors, and entrepreneurs around the state of Maine.

Cumberland Legal Aid Clinic

The Cumberland Legal Aid clinic is an on-campus legal services center serving economically disadvantaged peoples in southern Maine. Students receive course credit for intensive work in clinic courses, including the general practice, family law, criminal law, and prisoner assistance clinics. Under the supervision of experienced clinical faculty, student attorneys provide all of the legal work required for the client, including representation in court. Through the Clinic's Domestic Violence Project,

student attorneys also provide representation to victims of domestic violence in obtaining protection from abuse orders.

Marine Law Institute

The Marine Law Institute is committed to research and education in the field of coastal and ocean resource law and policy. Its research considers interjurisdictional problems in marine resource management, the use of scientific knowledge in marine law, issues affecting coastal zone management including analysis of the adequacy of federal and state coastal resource laws and regulations to effectively manage coastal development pressures.

The Institute is a component of the University of Maine School of Law. Its policy research and educational projects are supported by grants and contracts from government agencies and private foundations. The School's research publication, the student-edited *Ocean and Coastal Law Journal*, is partially supported by subscribers.

Lewiston-Auburn College

Interim Dean: Marvin Druker

Master of Arts in Leadership Studies

Program Coordinator: Coste
Professors: Druker, Hitchcock; *Associate Professors:* Coste, Hammer, Robinson;
Assistant Professor: Turesky

The master of arts in leadership studies supports the development of organizational and community leaders who seek to build a deep understanding of the dynamics of leadership, the convergence of leadership with other human relations, and the role of the individual as leader in society. The master's in leadership studies is an interdisciplinary professional program that blends the social and behavioral sciences and the humanities to explore the complex set of leadership issues and challenges that go beyond a particular subject or field of work. Graduates of the program will attain a mastery of leadership theory and skills that will enable them to perform successfully in leadership roles in their work organizations, their communities, and their state. In addition to developing new competencies, the program aims to develop behavioral orientations so that students may approach their leadership roles with a sense of social responsibility, a concern for ethics, and a commitment to the public good. The leadership studies program will foster understanding of the impact individuals can have on society and of the multidimensional nature of human relationships. Graduates will be prepared to exercise socially responsible leadership in service to organizations and communities.

The leadership studies program assumes that entering students possess a general understanding of the workings of organizations and will come from a wide variety of professions and sectors. Most will work in positions with significant responsibilities for people and projects. From this base, the degree program takes students through a rigorous course of study that will develop their skills in integrative analytic thinking, allowing them to function with increased expertise at work, in the community, and in their personal lives. The study of leadership explores significant questions through critical thinking, continual reflection, and examination of the self.

The program is primarily designed for part-time students who are already employed. Classes may be offered in the evenings, on weekends, and through selective use of distance education. Admissions procedures for the degree program are designed to balance considerations of preparedness, high-quality standards, and access for mid-career adults. Applications may be obtained from the USM Office of Graduate Admissions or the LAC Office of Student Services. The application must include transcripts of previous undergraduate and graduate work; an essay explaining the candidate's interest in the program, qualifications, and goals; two professional recommendations from those able to comment on the applicant's academic preparation, ability to pursue graduate education, and take on leadership responsibilities; TOEFL scores where appropriate; and the required fee.

In addition, applicants to the degree program must demonstrate:

1. A basic understanding of how organizations work through a combination of prior undergraduate or graduate course work and at least two years of organizational or community leadership experience. Applicants should have taken LOS 300 Organization Theory or its equivalent.
2. Knowledge of quantitative research methods and analysis through prior undergraduate or graduate course work and/or submission of a research product completed substantially by the applicant that demonstrates knowledge of quantitative research (to be reviewed by the admitting faculty committee). Applicants should have taken LOS 329 Research Methods or its equivalent.
3. Computer literacy at the LAC 150 Microcomputer Applications level.
4. A strong record of success (a GPA of 3.0 or better on a 4.0 scale) in the last 30 credits of prior academic course work or, when prior academic work was completed more than five years ago, a prior learning portfolio of recently completed professional work that demonstrates the candidate's ability to successfully complete graduate-level work. For students whose native language is not

English, a score of at least 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based TOEFL is required.

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

All applicants who meet the above requirements will be scheduled for a writing sample and interview.

Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of the applicants' materials as they relate to academic achievement, writing skills, and interviewing. If two applicants are otherwise equally qualified, additional consideration will be given to work experience.

Based on the applicant's performance on the criteria above, and other conditions noted in the degree program admissions brochure, the admissions committee will make a decision to accept or reject the application.

The LAC admissions committee will review all applications for admissions, and candidates will be ranked for order of acceptance into the program. Application is competitive, and each new class will be limited to 20 students. A five-person waiting list will be maintained for one semester. If a new class does not fill, a student may be admitted conditionally with a learning contract that must be completed before he or she may progress into the second year of the program.

The degree program curriculum provides students with a solid background in the history and theories of leadership, together with an examination of relevant cultural issues. Several competency areas will specifically focus on students strengthening their ability to gather and analyze information and promote creativity and innovation. It will also provide students with an appreciation of the contexts in which leaders operate, including cultural differences, the impact of technology, globalism, ethics, and politics. Finally, students will integrate these theoretical and conceptual approaches with an applied capstone project or thesis. Above all, the degree program will emphasize development of the skills and orientations necessary for successful leadership. The curriculum has been designed so that specific threads run through all courses. These threads (listed in the detailed description of the curriculum to follow) will allow ongoing development of the higher order skills necessary for effective leadership.

The master's in leadership studies requires 36 credit hours of graduate work for completion. This is split between 30 hours of course work and six credits for a capstone thesis/project that will allow students to complete their studies by applying their knowledge and skills to specific situations. Many of the courses in the program will require service-learning through field projects, experiences with technology, and extensive writing.

Curriculum Threads
- Learning about societal and individual differences in diverse contexts
- Evaluating information critically and reflectively
- Applying values-based creative problem solving
- Determining effective communication strategies
- Engaging in service-learning activities
- Reflecting on one's own role in organizations and the community

Curriculum Components
- Cornerstones
- Competencies
- Contexts
- Capstone

Cornerstones (6 credits) required
Foundations of Leadership Studies I: History and Theory
Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups

Competencies (9 credits) required
Methods of Inquiry
Communication and Relationship Building
Deliberate Creativity and Innovation

Contexts (6 credits) required
Cultural Contexts (required)
Students may select one of the following to complete the contexts requirement:
    Ethical and Spiritual Dimensions of Leadership
    Technology in Society
    Leadership Study Abroad

Capstone (6 credits) required
Capstone Seminar (3 credits)
Capstone Project/Thesis (3 credits)

Electives (9 credits)
The Conflict Process
Community Leadership
Organizational Consulting

Electives or concentrations may also be selected from approved courses in other USM graduate programs:

Social Work
SWO	664	Social Work Supervision and Consultation
SWO	665	The Management of Social Services
SWO	667	Social Work and the Law
SWO	668	Community and Organizational Change

Health Policy and Management
HPM	636	Health Information Management
HPM	673	Fundamentals of Health Care Management
HPM	676	Health Care Planning and Marketing

Adult Education
HRD	632	Program Development in Adult Education and Human Resource Development
HRD	635	Training and Development
HRD	637	Community Education
HRD	638	Program Evaluation
HRD	640	Human Resource Development in Organizational Settings
HRD	667	Action Research and Evaluation Methodologies

LOS 600 Foundations of Leadership Studies I: History and Theory
The course provides an overview of leadership theory and intellectual history using disciplinary and interdisciplinary approaches from philosophy, social science, the humanities (e.g. literature and history), and science. We explore the wealth of interpretive frameworks for leadership with the task of increasing our understanding of this complex and multifaceted phenomenon. The study of leadership can be applied across disciplinary fields and to examine critical issues emerging today. Questions considered include: Are leaders different from followers? What are the ends of leadership? What sort of leadership is needed today?   Cr 3.

LOS 601 Foundations of Leadership Studies II: Understanding and Leading Individuals and Groups
The goal of this course is to further the development of students' knowledge of leadership theory and practice, with a special emphasis on the individual and group levels of analysis. Throughout this interdisciplinary exploration of the diverse factors that impact leadership, students will engage in a variety of readings, discussions, writings, and exercises designed to demystify the connections between theory and practice.   Cr 3.

LOS 610 Methods of Inquiry
This course considers the concepts, principles, and methods that may be used in research for organizational and leadership studies. Quantitative and qual-

itative research methods that can be used in organizational planning and decision making and in the social and behavioral sciences will be considered. The course will cover topic areas related to the application of appropriate methods of inquiry. Cr 3.

LOS 611 Communication and Relationship Building

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

LOS 612 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 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 650 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 maintaining anti-racist, multicultural, and gender-fair relationships, organizations, institutions, and socio-political and economic systems? Cr 3.

LOS 651 Technology in Society

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

LOS 661 Ethical and Spiritual Dimensions of Leadership

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

LOS 662 Community Leadership

Study of how leadership principles and theories apply to the building of community. Consideration will be give to developing citizenship, volunteerism, and social equity among formal and informal leaders in communities. Cr 3.

LOS 665 Organizational Consulting: A Perspective on Leadership

In this course students learn what consultants do and how they do it effectively, including work in a local organization with a client leader who has a need. Topics include self-assessment, phases of consulting, system frameworks, intervention strategies, ethical standards and practices. Cr 3.

LOS 670 Leadership Study Abroad

Investigation of the study and practice of leadership in other countries. Students will travel to other countries and examine leadership issues in different contexts. Cr 3.

LOS 688 Capstone Seminar

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

LOS 689 Master's Project/Master's Thesis

The *project option* requires students to design an intensive theory-based, applied project that explores the role of leadership in developing and/or implementing meaningful change in an organization or community. Each student will work with a faculty advisor. When appropriate (e.g., when students have a concentration from another graduate program), an outside reader will also be selected jointly by the student and advisor. Written analysis of the project will include a survey of relevant literature, a detailed description of the situation or change being studied, presentation of the method(s) of inquiry and data, and an analysis of the data and other outcomes. The written presentation will include an executive summary and complete bibliography. Projects will also be formally presented to other students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills.

The *thesis option* requires students to select a topic for intensive library research, reading, and analysis. It may, for example, summarize and analyze work in new methods or contribute a new theoretical proposal that calls for further testing or research. This work will be designed to produce an article of interest for the field of leadership studies.

With a thesis advisor, the student will identify an appropriate professional or academic outlet for publication, and the paper will be prepared and submitted to this outlet. Students will formally present their theses to students, community members, and LAC faculty. Students will be evaluated on both their verbal and written presentation skills. Cr 3.

LOS 698 Independent Study Cr 3.

Master of Occupational Therapy

Program Director: Roxie Black
Associate Professor: Black; *Clinical Faculty:* Clark; *Field Work Coordinator:* Winston

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

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

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

Admission to the master of occupational therapy program is selective and limited to 24 spaces. The program seeks applicants who have a bachelor's degree with a record of academic achievement and who are committed to employing interdisciplinary approaches and strategies in the study of occupational therapy. The program also seeks candidates who are committed to self-development as a necessary foundation for assisting others. Academic coursework and clinical experiences require that students be available throughout the day and some evenings. Part-time options are now available where students may complete their academic work in either three or four years. In addition to four semesters of academic coursework, students are required to complete six months of full-time fieldwork in an occupational therapy setting.

Students should request an application packet which contains all of the required forms and detailed procedures for their completion. The application, transcripts, and other supplemental materials should be sent to: Office of Graduate Admissions, USM, P.O. Box 9300, Portland, ME 04104-9300.

The following criteria are used in the selection process:

1. Baccalaureate degree from an accredited college or university.
2. A cumulative grade point average (GPA) of 3.0 on a 4.0 scale or a B average is highly recommended. If you have a graduate degree, your graduate cumulative GPA will be used. If your cumulative GPA is not 3.0 or better, the likelihood of acceptance is significantly diminished. Your application will not be considered if you have a cumulative GPA lower than 2.75.
3. Prerequisite courses: Either as part of your baccalaureate degree or subsequent to receiving it, you must have completed the following courses with a grade of B (3.0) or better. All of the science prerequisites must have been taken within six years prior to the fall semester for which you are applying. If science

courses were completed with a B or better more than six years ago, you may do one of the following: 1) use more current upper division courses in the discipline to satisfy the requirement; 2) retake the course; or 3) take a CLEP or equivalent exam if one is available. If you have questions regarding the prerequisite requirements, contact the M.O.T. director.

Prerequisite Courses:	*Credits*
Statistics (such as MAT 120D or SBS 328 or equivalent)**	3
College Algebra (such as MAT 108 or equivalent)*	3
College Level English*	6
(at least 3 credits must focus on writing)	
Intro to Sociology*	3
(or an upper level SOC or SBS course)	
Abnormal Psychology or Psychopathology***	3
Human Growth and Development or Developmental Psychology**	3
(Life span course)	
Intro to Physics with lab	4
Human Anatomy & Physiology I***	4
(or equivalent)	
Human Anatomy & Physiology II***	4
(or equivalent)	
Microcomputers	3

   * There are CLEP exams available for these courses.
  ** There are DANTES exams available for these courses.
 *** There are Excelsior College Exams available for these courses.

4. If you have not already completed the English and math course requirements, please register to take Lewiston-Auburn College's placement exam in reading, writing, and math. The exam will determine whether you need to take any developmental courses in preparation for the college level math and English courses.
5. All applicants must complete a minimum of 15 hours of job shadowing or work experience in an occupational therapy department.
6. All applicants who meet the above requirements will be scheduled for a writing sample and interview.
7. Completion of the application requirements does not guarantee admission into the program. Admission will be based on a comparative evaluation of the applicants' materials as they relate to academic achievement, writing skills, and interviewing. If two or more applicants are otherwise equally qualified, additional consideration will be given for work experience in a related field (e.g., education, recreation, or other health related profession).
8. Based on the applicant's performance on the first six criteria, and other conditions noted in the M.O.T. admissions brochure, the admissions committee will make a decision, and inform the applicant of that decision within three weeks of acceptance.
9. Upon being accepted into the program, students must submit documentation that they are in good health as evidenced by a physical examination, including specific immunizations, prior to beginning the fall semester. Forms will be sent with acceptance letters.

The M.O.T. program has a rolling admissions process, and will accept applications from October 1 to August 1 prior to the fall semester to which one is applying. Unconditional acceptance to the M.O.T. program will be extended only to students who are competitive and who have submitted documentation that all of their requirements have been completed at the time of their application. Successful candidates who are in the process of completing prerequisite courses will receive conditional acceptances until all their requirements have been completed. Conditional acceptances will be rescinded unless the remainder of the requirements are completed by September 1.

Although there is a rolling admission process, admission is competitive and the 24 spots will be filled on a first-come basis with qualified applicants. It is important that you submit your application as soon as possible.

Application Material

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

Time Limit Unless applying for a part-time option, the program's academic work is designed to be completed within four semesters of being admitted to the program. To ensure continuity of application of academic concepts and to meet accreditation standards, all fieldwork MUST be completed within 24 months following completion of academic preparation.

Grade Policy All courses in the occupational therapy curriculum must be completed with a minimum of B- (2.67) in order to carry graduate credit. If a student receives a grade below B-, the student must repeat the course in the next semester that it is offered. Given that occupational therapy courses are only offered once a year, it will be necessary for the student to receive permission from the faculty committee in order to take other courses in the curriculum prior to repeating the course. A student is only permitted to repeat a course one time. If a student gets a grade below B- in a repeated course, he or she will be dismissed from the program.

Students must maintain a cumulative grade point average of 3.0 in each semester in order to progress in the program. A student whose grade point average falls below a 3.0 in the first, second, or third semester will be placed on probation and will have *one* semester to bring the grade point average up to at least a 3.0. Students who fail to do this will be dismissed. A student may not be placed on probation more than once.

Any student whose cumulative GPA is below 3.0 in their final semester will be dismissed and will not be permitted to graduate. Students must also demonstrate satisfactory professional behaviors. Unsatisfactory ratings of professional behaviors in two or more semesters may result in termination from the program.

The M.O.T. program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR) and will be eligible to practice. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. NBCOT is located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD 20877-4150.

Health Requirements

Students must comply with the University's immunization requirements. In addition, students must comply with the M.O.T. program's health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice. Students must show evidence of completion of the following immunizations:

PPD
Lab test (titer) providing immunity to:
    Rubella
    Rubeola
    Mumps
Tetanus
Chicken Pox
  Hepatitis Vaccine (3 doses) *and*
    Hepatitis titer

Student health records must be on file with University Health Services and the M.O.T. program prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and CPR certification is *required* prior to beginning clinical coursework.

Program Requirements

Students in the M.O.T. program will complete 76 graduate credits consisting of 4 semesters of full-time coursework and 6 additional months of full-time fieldwork.

Students are required to complete three Level I Fieldwork experiences in mental health, physical disabilities, and developmental disability settings. The Level I fieldwork is completed concurrent with the semester in which the relevant coursework is taken.

Personal health insurance is required for all students in this program. Students may select the University insurance coverage or a private company as long as the coverage meets that of the University policy.

Students are required to have a current criminal background check. People with felonies must check with NBCOT and the Maine state licensure bureau regarding certification and licensure eligibility.

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

Program of Study
FIRST YEAR
Fall Semester   Credits

OTH	501	Occupational Therapy Foundations	2
OTH	502	Occupation and Clinical Reasoning	3
OTH	503	Communication for Health Professionals	3
OTH	513	Basic Kinesiology	3
OTH	514	Human Anatomy: Structure and Function	4
			15

Spring Semester

OTH	504	Applied Research I	3
OTH	505	Mental Health and Occupational Performance	7
OTH	506	Leadership in Occupational Therapy	3
OTH	507	Social Issues and Ethics in Occupational Therapy	3
OTH	509	Level I Fieldwork: Mental Health	1
			17

SECOND YEAR
Fall Semester

OTH	510	Level I Fieldwork: Physical Dysfunction	1
OTH	605	Applied Research II	3
OTH	601	Neuroscience	3
OTH	603	Occupational Performance Through Adulthood	7
OTH	614	Clinical Conditions for Physical Dysfunction	2
			16

Spring Semester

OTH	511	Level I Fieldwork: Developmental Disabilities	1
OTH	604	Occupational Performance in Infancy through Adolescence	7
OTH	608	Occupational Performance and the Brain	3
OTH	615	Developmental Adaptation and Dysfunction	2
OTH	616	Professional Transition	2
			15

Summer Semester

OTH	620	Level II Fieldwork*	6

This fieldwork experience is dependent on the availability of sites.
If not taken in the summer, it will be scheduled for fall and will be followed by the second Level II Fieldwork (OTH 621).

THIRD YEAR
Fall Semester

OTH	620	Level II Fieldwork*	6
		or	
OTH	621	Level II Fieldwork*	6

May be taken spring of third year depending upon scheduling.
Total credit requirements   75

*All students must complete two Level II Fieldwork experiences, which are generally taken only after all required coursework is completed.

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OTH 501 Occupational Therapy Foundations
This course introduces students to the profession of occupational therapy by studying its history, philosophy, and standards. Students will examine the mutiple 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 2.

OTH 502 Occupation and Clinical Reasoning
Introduces students to the theory of occupation and the relationship between occupation and occupational therapy practice. Several occupational performance models of practice in OT will be introduced, and students will thoroughly explore the OT practice framework. Students will develop an appreciation of the complexity of occupations across the life span by observing and analyzing a variety of occupations on and off campus. Students will begin to reflect on their "therapeutic selves" in this course. Clinical reasoning theory will be taught and practiced as part of the analysis.   Cr 3.

OTH 503 Communication for Health Professionals
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 3.

OTH 504 Applied Research I
This course introduces the student to the spectrum of investigative strategies that can be used to answer questions of concern to occupational therapists. Students will learn to critically examine current research and to master basic research skills. Students will practice basic research skills through targeted assignments, and the development of research questions, a literature review, and a research project.   Cr 3.

OTH 505 Mental Health and Occupational Performance
Emphasis is on occupational therapy theory, evaluation, planning, and treatment techniques commonly used with individuals who have psychosocial impairment across the life span. The etiology, symptoms, and course of each condition are reviewed, as is the analysis of occupational performance as it relates to psychosocial dysfunction. Activity analysis and problem solving are used to assess the use of intervention strategies from multiple perspectives with a focus on understanding the importance of culture, gender, and developmental level on occupational choices. Prerequisites: OTH 502, OTH 507. Cr 7.

OTH 506 Leadership in Occupational Therapy
This course will cover information and simulate skills needed for understanding organizations and leadership in occupational therapy. Exposure to leadership styles, effective supervision, reimbursement mechanisms, accrediting agencies, and department operations will be provided in an interactive and collaborative format. Legislation and policy of health care are discussed with emphasis on the importance of being involved. The ethical considerations, program evaluation, and communications necessities of leading a department are subjects which will overlap with other more specific topics. Students should complete the course with a thorough appreciation for the finesse needed in strong leadership, as well as specific working knowledge which will assist them in navigating the fluctuating health care arena. Students should feel they are better informed to make choices to be advocates for change and involved in policy making.   Cr 3.

OTH 507 Social Issues and Ethics in Occupational Therapy
This course is designed to assist students to understand the larger social, ethical, professional, and systematic issues that impact health care and occupational therapy practice. It will focus on ethical issues, dilemmas, and decision making, as well as the OT code of ethics. Sociopolitical pressures and legal issues, and their impact on ethical practice, will also be explored.   Cr 3.

OTH 509 Level I Fieldwork: Mental Health
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a psychosocial setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Corequisites: OTH 505, OTH 507, OTH 508.   Cr 1.

OTH 510 Level I Fieldwork: Physical Dysfunction
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a physical disabilities setting. The accompanying seminar allows students to share and process their experiences as a group. The combination of direct fieldwork experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 506, OTH 601, OTH 603.   Cr 1.

OTH 511 Level I Fieldwork: Developmental Disabilities
Students are placed in clinical settings where they can begin to develop professional behaviors, communication skills, and skilled observation in a pediatric/developmental setting. The accompanying seminar allows students to share and process their expe-

riences as a group. The combination of direct field-work experience plus an integrated seminar allows students to further integrate course material and provide a common link between the above mentioned classes. Prerequisites and corequisites: OTH 604, OTH 615.   Cr 1.

OTH 513 Basic Kinesiology
This course will cover the basic science needed to understand normal body movement. The student will gain an understanding of the functional anatomy of the musculoskeletal system and how it relates to the biomechanics, kinematics, and kinetics of human motion. In addition, the student will learn skills in assessment of musculoskeletal functioning from a biomechanical frame of reference. The course will include hands-on laboratory experiences that will facilitate the learning of concepts and skills. It will also include the examination of medical terminology. Corequisite: OTH 514.   Cr 3.

OTH 514 Human Anatomy: Structure and Function
This course provides an in-depth study of the structure and function of the systems of the human body. Emphasis will be placed on the neuro, skeletal, and muscular systems. Labwork will consist of independent study with models, CD-ROM, and online programs.   Cr 4.

OTH 601 Neuroscience
This course will provide foundation knowledge in neuroanatomy and neurophysiology as it relates to human occupation. Emphasis will be on understanding the concepts of neuroscience that are the underpinnings of theory and treatment applications of occupational therapy. Prerequisites or corequisites: OTH 510, OTH 514, OTH 603, OTH 614.   Cr 3.

OTH 603 Occupational Performance through Adulthood
This course integrates occupational therapy theory and practice in the occupations of adults with physical impairments. This class meets three times a week for three hours each session. This format provides students with an opportunity to apply occupational therapy and new knowledge to clinical cases, develop clinical reasoning abilities, and learn hands-on skills needed for entry-level practice. Learning areas involve applying the OT practice framework to practice as well as integrating OT in a variety of practice settings with a variety of team members. Written and verbal skills are highlighted, and role playing/modeling of interdisciplinary teamwork is stressed. It is expected that students are able to do professional research by accessing information on the Internet via relevant databases. Prerequisites and corequisites: student is matriculated into the M.O.T. program, and has successfully completed OTH 510 and OTH 514, or is currently taking OTH 601 and OTH 614.   Cr 7.

OTH 604 Occupational Performance in Infancy through Adolescence
Emphasis is placed on the developmental process to form a base of knowledge for enhancing occupational performance across the life-span. Occupational therapy theory and related developmental theory provide the framework for occupational therapy intervention with individuals with developmental disabilities. The format of the class includes weekly lectures and lab sessions and practical experience in the Androscoggin Head Start Programs. This will provide students with an opportunity to apply new knowledge to clinical cases, develop clinical reasoning skills, and learn hands-on skills needed for entry-level practice. Pre- or co-requisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 615.   Cr 7.

OTH 605 Applied Research II
This course provides the opportunity for students to expand their application of research concepts to the investigation of an occupational therapy question, need, or evaluation of occupational therapy practice. Students will conduct a research project, culminating in a presentation. Course sessions and assignments will be devoted to guiding students through the research process.   Cr 3.

OTH 608 Occupational Performance and the Brain
This course will provide analysis of brain function and its contribution to human occupation across the life span. Emphasis will be on learning, motivation, and other related perceptual and cognitive functions of the brain most pertinent to occupational performance and the effects of dysfunction. The psychosocial, physical, and developmental practice domains of OT will be integrated as they relate to brain functions. Assessment and intervention regarding perceptual and cognitive issues will be addressed within an occupation context.   Cr 3.

OTH 614 Clinical Conditions for Physical Dysfunction
Medical conditions and diagnoses for adults with physical dysfunction will be addressed. Emphasis will be on understanding medical conditions as they relate to occupational therapy practice. Prerequisites or corequisites: OTH 510, OTH 601, OTH 603.   Cr 2.

OTH 615 Developmental Adaptation and Dysfunction
Understanding developmental theory and typical development will be the focus of this course. Medical and developmental conditions from birth, early childhood, and adolescence will be described and identified. The impact of these conditions on occupational performance will also be addressed. Prerequisites or corequisites: OTH 511, OTH 513, OTH 514, OTH 601, OTH 604.   Cr 2.

OTH 616 Professional Transition

This course provides students with the opportunity to disseminate their research results in a professional forum. Students will work with a faculty advisor to prepare their research projects for professional presentation to the community. Course sessions and assignments will be devoted to guiding students through the research dissemination process and transition to the role of a professional. Prerequisites: OTH 504 and OTH 605. Cr 2.

OTH 620 Level II Fieldwork

One of two, three-month, full-time placements required at a variety of health care agencies and facilities affiliated with the University. Students practice the skills of an entry-level occupational therapist under the supervision of a registered and licensed occupational therapist. This affiliation will take place following the completion of all necessary M.O.T. course requirements. Cr 6.

OTH 621 Level II Fieldwork

The second of two, three-month, full-time placements required at a variety of health care agencies and facilities affiliated with the University. Students practice the skills of an entry-level occupational therapist under the supervision of a registered and licensed occupational therapist. Prerequisite: completion of all program course requirements. Cr 6.

College of Nursing and Health Professions

Interim Dean: Brian J. Toy
Director of Nursing Programs: Susan Sepples
Coordinator, Graduate Nursing Programs: Marjorie Thomas Lawson

Master of Science in Nursing

Professors: Spross, Thompson; *Associate Professors:* Childs, Hart, Healy, Johnson, Keith, Lawson, Moody, Peake-Godin, Rodgers, Sepples, Toy

Program Description

The Master of Science in Nursing presents a vibrant, challenging, future-oriented program of study that prepares graduates for practice in diverse health care settings. The program is designed to prepare nurses as nurse practitioners, clinical nurse specialists, and clinical nurse leaders. Coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. The program provides the foundation for continued professional development and for doctoral study. Students are prepared to provide leadership and initiate collaborative relationships with others for the purposes of improving nursing and health care and influencing health policy. Master's students in nursing gain skills and knowledge that build on their clinical experience and on their generalist undergraduate preparation. Graduate students extend their clinical expertise in working with individuals and high risk populations. Master's students gain skills in clinical decision making and differential diagnosis; in case management and consultation; in client teaching; in assessments and interventions; and, in program design, implementation, and evaluation.

Students in the *adult and family nurse practitioner concentrations* gain advanced skills in the care of individuals and families with acute and chronic health problems. Upon graduation, adult and family nurse practitioner students may choose to sit for certification as an adult or family nurse practitioner respectively. In the *adult psychiatric/mental health/clinical nurse specialist/nurse practitioner concentration*, students gain advanced skills in interventions with individuals, families, and groups. Graduates are prepared to sit for certification as a clinical nurse specialist in adult psychiatric mental health nursing and as an adult psychiatric mental health nurse practitioner. In the *adult health clinical nurse specialist concentration*, students gain advanced skills in medical-surgical and home care intervention with individuals, families, and groups. Graduates are prepared to sit for clinical nurse specialist certification. Additionally, the increased management emphasis prepares graduates to represent and advocate for nursing practice by offering advanced study of the organizational, fiscal, and political context within which nursing is practiced. Depending on electives selected, a student may receive a certificate in health policy and management from the Muskie School of Public Service. The *clinical nurse leader concentration* is a part-time program of study in which graduate students are prepared for clinical leadership in all health care settings. They also are prepared to implement outcomes-based practice and quality improvement strategies. Graduates are prepared to sit for the CNL certification. In collaboration with the School of Business, the College of Nursing offers a joint *Master of Science in Nursing/Master of Business Administration* (M.S./M.B.A.). Students prepare for leadership positions in health care with emphasis on developing the skills needed to inform and guide organizational change. Admission to this program is done jointly by the School of Business and College of Nursing and Health Professions.

Admission

Admission to the master of science degree program in nursing is on a competitive basis. The graduate program in nursing seeks candidates whose baccalaureate preparation, scholastic achievement, professional experience, interest, motivation, and references are predictive of successful graduate study.

Each student's application for admission will be evaluated based on a composite of the following recommended standards. (Students applying for the M.S./M.B.A. must take either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

1. A baccalaureate degree with a major in nursing from a degree program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
3. A course in introductory statistics which includes descriptive and inferential statistics.
4. A course in total health assessment.
5. A score that ranks in the 45th percentile (or higher) for intended major on the Miller Analogy Test, or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the past 5 years.

A personal interview with graduate faculty of the College of Nursing and Health Professions may be requested by the program following a preliminary review of all required admission materials. Individual consideration will be given to each applicant based upon the total profile presented.

Application Material

In addition to the materials described in the Admissions chapter, applicants for this program must submit:
1. Two letters of reference reflecting professional practice and academic achievement.
2. Evidence (photocopy) of current licensure as a registered professional nurse in Maine.
3. An essay reflective of professional goals.

Application Deadline

The application deadline for the second degree MS-Option Program is December 1. All other programs and concentrations have rolling admissions.

Health Requirements

Students must comply with the University's immunization requirements. In addition, students must comply with College of Nursing and Health Professions health policy requirements and any additional requirements of those health care agencies to which they are assigned for clinical practice.

PPD
Lab test (titer) providing immunity to:
Rubella
Rubeola
Mumps
Varicella
Tetanus & Diphtheria
Hepatitis Vaccine (3 doses) and Hepatitis titer

Student health records and evidence of RN licensure must be on file in the College of Nursing and Health Professions prior to entry into clinical courses. Health insurance, equal to or better than the USM Student Health Insurance Basic Plan, and professional rescue-level CPR certification is required prior to beginning clinical coursework.

Program Requirements

The M.S. program in nursing is four to five academic semesters in length for students taking an average of twelve (12) credits per semester. Both full-time and part-time studies are available. A total of 32-54 credit hours are required for completion of the master's degree program in nursing depending on chosen concentration. The number of required clinical hours (contact hours) is based on national certification examination requirements, not on a credit hour to contact hour basis. The M.S./M.B.A. dual degree program does not require clinical credit hours.

Advanced Practice Concentrations

The adult nurse practitioner, family nurse practitioner, adult health clinical nurse specialist, and adult psychiatric/mental health clinical nurse specialist concentrations have a total of 616 clinical hours: 168 hours in clinical semester one, 224 hours in clinical semester two, and 224 hours in clinical semester three. For the adult psychiatric nurse practitioner concentration, a total of 120 hours of medication management is incorporated into clinical semesters two and three (60 hours per semester).

Advanced practice clinical areas available for study include:
• Nurse Practitioner
  Adult
  Family
  Adult Psychiatric/Mental Health

• Clinical Nurse Specialist
Adult Psychiatric/Mental Health
Adult Health

Sample: Full-Time Program Sequence
Adult and Family Nurse Practitioner (ANP and FNP)

FALL I   *Credits*
  BIO   545   Advanced Pathophysiology   3
  NUR   601   Advanced Pharmacotherapeutics   3
  NUR   602   Advanced Health Assessment   4
  NUR   603   Nursing Theory and Knowledge Development   3
                                              Total credits   13

SPRING I
  NUR   604   Nursing Research   3
  NUR   651   Primary Care of Women   1
  NUR   652   Primary Care Management of the Well Child*   1
  NUR   654   Primary Care of the Well Prenatal Woman*   1
  NUR   664   Primary Health Care of the Adult I   3
  NUR   667   Clinical Practicum and Seminar I   3
                                              Total credits   12

FALL II
  NUR   608   Family Theory and Communication   3
  NUR   653   Primary Care of the Ill Child*   2
  NUR   606   Leadership, Health Policy, and Role   3
  NUR   665   Primary Health Care of the Adult II   3
  NUR   668   Clinical Practicum and Seminar II   3
                                              Total credits   14

SPRING II
  NUR   666   Primary Health Care of the Adult III   3
  NUR   669   Clinical Practicum and Seminar III   3
  NUR   658   Graduate Clinical Project   3
  NUR   690   Role Seminar   1
              Elective (Graduate)   3
                                              Total credits   13

Total Graduate Program credits: 48 Adult Nurse Practitioner (ANP)
                                         52 Family Nurse Practitioner (FNP)
*Required only for Family Nurse Practitioner Students

Sample: Full-Time Program Sequence
Adult Psychiatric/Mental Health Clinical Nurse Specialist (CNS) and Nurse
Practitioner (NP)

FALL I   *Credits*
  NUR   604   Nursing Research   3
  NUR   606   Leadership, Health Policy, and Role   3
  NUR   671   Foundations of Advanced Practice Mental Health
              Nursing   3
  NUR   680   Advanced Psychopharmacology   3
                                              Total credits   12

SPRING I
  BIO   545   Advanced Pathophysiology   3
  NUR   602   Advanced Health Assessment   4
  NUR   603   Nursing Theory and Knowledge Development   3
  NUR   672   Biological and Behavioral Components of Mental
              Health and Illness   3
                                              Total credits   13

FALL II
  NUR   658   Graduate Clinical Project   3
  NUR   673   Clinical Practicum and Supervision I   3
  NUR   674   Advanced Adult Psychiatric/Mental Health Nursing I   3
              Elective (Graduate)   3
                                              Total credits   12

SPRING II
NUR	670	Medication Management I*	2
NUR	675	Advanced Adult Psychiatric/Mental Health Nursing II	3
NUR	678	Clinical Practicum and Supervision II	3
NUR	690	Role Seminar	1
		Total credits	7-9

SUMMER II
NUR	676	Advanced Adult Psychiatric/Mental Health Nursing III	3
NUR	677	Medication Management II*	2
NUR	679	Clinical Practicum and Supervision III	3
		Total credits	6-8

Total Graduate Program credits: 50 Adult PMH/Clinical Nurse Specialist (CNS)
54 Adult PMH/CNS/Nurse Practitioner (NP)

*Required only for Adult Psychiatric/Mental Health Nurse Practitioner students

Sample: Full-Time Program Sequence
Adult Health Clinical Nurse Specialist

FALL I *Credits*
BIO	545	Advanced Pathophysiology	3
NUR	601	Advanced Pharmacotherapeutics **or**	3
NUR	680	Advanced Psycopharmacology	3
NUR	602	Advanced Health Assessment	4
NUR	604	Nursing Research	3
		Total credits	13

SPRING I
NUR	603	Nursing Theory and Knowledge	3
NUR	608	Family Theory and Communication	3
NUR	644	Advanced Practice Adult Health Nursing I	3
NUR	646	Clinical Practicum and Seminar I	3
		Total credits	12

FALL II
HPM	6XX	One course from the following list:	3
HPM	670	The American Health Care System	
HPM	673	Fundamentals of Health Care Management	
HPM	636	Health Information Management	
HPM	681	Quality and Outcomes of Health Care	
NUR	606	Leadership, Health Policy, and Role	3
NUR	645	Advanced Practice Adult Health Nursing II	3
NUR	648	Clinical Practicum and Seminar II	3
		Total credits	12

SPRING II
NUR	647	Advanced Practice Adult Health Nursing III	3
NUR	649	Clinical Practicum and Seminar III	3
NUR	658	Graduate Clinical Project	3
NUR	690	Role Seminar	1
		Elective (Graduate)	3
		Total credits	13

Total Graduate Program credits: 50 Adult Health Clinical Nurse Specialist (AH/CNS)

Clinical Nurse Leader Concentration

The Clinical Nurse Leader (CNL) concentration is a part-time graduate program. A total of 32 credit hours are required for completion of this master's degree program in nursing. Applicants must adhere to the same admission criteria and process of all other graduate applicants. In addition to the application materials described in the USM Graduate Catalog Admissions chapter and the CONHP's Admission section, applicants to this concentration are required to: 1). provide evidence of a minimum of two years clinical experience post-baccalaureate degree in nursing, and 2). submit two letters of reference reflecting professional practice; one letter from a current clinical nurse peer and the second from a current nurse manager/supervisor. This

concentration has a total of 560 clinical hours: 112 hours in clinical semester one, 112 hours in clinical semester two, and 336 hours in clinical semester three.

Sample: Part-Time Program Sequence

Semester 1 (6 credits)   Credits

NUR	604	Nursing Research	3
NUR	614	Theoretical Foundation of CNL Role	3
		Total credits	6

Semester 2 (7 credits)

NUR	613	Advanced Interpersonal Skills	3
NUR	610:	Pathophysiology/Health Assessment/Pharmacology	4
		Total credits	7

Semester 3 (7 credits)

NUR	628	Health Care Environment Organization	3
NUR	615	Clinical Project I	2
NUR	621	Clinical Seminar I	3
		Total credits	8

Semester 4 (8 credits)

NUR	624	Clinical Care Initiatives	3
NUR	622	Clinical Seminar II	3
NUR	617	Clinical Project II	2
		Total credits	8

Semester 5 (3 credits)

NUR	623	Clinical Seminar III	3
		Total credits	3

Total Graduate Program credits: 32 Clinical Nurse Leader (CNL)

R.N. to Master of Science Degree Program for Registered Nurses

The R.N. to Master of Science degree program at the University of Southern Maine College of Nursing and Health Professions has been created specifically for registered nurses whose career goals will be enhanced through graduate study. The program facilitates and supports educational mobility and strengthens the leadership abilities of nurses who already have a foundation of professional experience. When required undergraduate courses have been completed, students in this program proceed directly into the master's program, bypassing the baccalaureate degree.

This program is designed so that students may complete the required junior and senior undergraduate nursing courses in one full-time year, beginning in May and ending the following May. Part-time study is also possible. The R.N. completes courses in new areas of content. In addition, there is assessment of and credit for previously attained knowledge and skill.

The R.N. to master's program is built upon prerequisites to the nursing major that include courses in the natural and behavioral sciences, humanities, fine arts, and core courses required of all undergraduate students at USM.

Credits-by-Examination

Credits-by-examination may be earned in both undergraduate nursing and non-nursing courses. Non-nursing undergraduate courses open to credit by examination include English composition, general psychology and sociology, growth and development, human anatomy and physiology, and pathophysiology. Prior learning assessment examinations can earn credits for non-nursing required courses. Call Joyce Lapping, director of Prior Learning Assessment, 780-4663, for an appointment or information.

Required Undergraduate Courses   *Credits*

A.	BIO	345	Pathophysiology	3
B.	CON	308	Professional Communications and Technology Utilization in Nursing and the Health Sciences*	3
	NUR	209/210	Health Assessment I Practicum	4
C.	CON	321	Health-Related Research	3
	NUR	314	RN Credit Options	30
	CON	356	Concepts in Community Health	3
D.	NUR	419	Community Nursing Partnerships for RNs**	2

*Not required if RN has completed a baccalaureate degree in another field.

**NUR 419 may not be taken unless RN credit options have been completed and posted.

Sequencing of Courses

Some courses and credits-by-examination have prerequisites which must be completed prior to enrollment or taking the challenge exam. Some prerequisites may transfer into USM from another accredited institution; others may be taken at USM.

Upon completion of undergraduate courses, the R.N. to Master of Science student enrolls in graduate courses. All graduate courses are required and concentrations total 48-54 credits.

Admission Requirements

Admission to the R.N. to Master of Science program for registered nurses is on a competitive basis. Each student's application will be evaluated based on a composite of the following recommended standards:

1. An associate degree or diploma in nursing.
2. Evidence (photocopy) of current licensure as a registered professional nurse in Maine.
3. Two letters of reference reflecting professional practice and academic achievement.
4. A score in the 45th percentile (or higher) for intended major on the Miller Analogy Test, or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the past 5 years.
5. Transcripts from a diploma school or an associate degree program with a minimum 3.0 GPA on a 4.0 scale or a B average.

Dual Degree—M.S. in Nursing and Master of Business Administration

The dual master's degree in nursing and business administration at the University of Southern Maine is designed for students in the health professions who wish to combine advanced nursing practice with the analytical tools of business.

Several factors are evaluated in determining a candidate's admissibility to the two programs that make up the dual degree. Included in the assessment of a candidate's potential to perform satisfactorily in the programs are the undergraduate grade point average, accredited nursing baccalaureate degree, academic performance in any previous graduate coursework, GRE scores (combined aptitude scores of 1000 [V.Q.] or higher) or GMAT scores (500 or higher), three letters of recommendation, and a candidate's record of successful professional experience.

Program Requirements

All courses are 3 credit hours
MBA Foundation Courses* (15 credit hours)

BUS	340	Managing Organizational Behavior
MBA	501	Economic Analysis
MBA	502	Fundamentals of Accounting
MBA	504	Probability and Statistics for Business Decision Making
MBA	505	Financial Management (Prerequisites: MBA 501, 502, 504)

*MBA Foundation courses may be waived based on prior undergraduate course work with equivalent content and grade of C (2.0) or better.

MBA Core and Electives (30 credit hours)

ACC	630	Management Accounting Systems (Prerequisites: MBA 501, 502)
MBA	611	Introduction to Organizational Change (Prerequisite: BUS 340)
MBA	612	Topics in International Business
MBA	615	Ethical and Legal Issues in Business
MBA	62X	Select Finance course (Prerequisite: MBA 505)
MBA	660	Managerial Marketing
MBA	670	Management Science (Prerequisite: MBA 504)
MBA	674	Topics in Information Systems Management
MBA	675	Production/Operations Management (Prerequisite: MBA 670)
MBA	698	Practicum (Taken in the final semester of coursework.)

Electives (9 credits)

Theoretical Nursing Core (21 credit hours)
NUR	603	Nursing Theory and Knowledge Development
NUR	604	Nursing Research (Prerequisite: MBA 604)
NUR	606	Leadership, Health Policy, and Role
NUR	608	Family Theory and Communication (Must precede or be concurrent with NUR 658)
NUR	658	Graduate Clinical Project (Prerequisite: NUR 604)
NUR	697	Nursing Management Clinical Immersion I
NUR	698	Nursing Management Clinical Immersion II (Prerequisite: NUR 697)

Post-master's Certificate of Advanced Study as Adult or Family Nurse Practitioner or Adult Psychiatric/Mental Health Clinical Nurse Specialist and/or Adult or Family Psychiatric/Mental Health Nurse Practitioner

The post-master's certificate is designed to meet the educational needs of the master's prepared registered nurse interested in obtaining preparation for advanced practice. Students enrolled in this program join the master's students enrolled in the respective concentrations.

Program Requirements for Adult and Family Nurse Practitioner

			Credits
NUR	601	Advanced Pharmacotherapeutics	3
NUR	602	Advanced Health Assessment	4
BIO	545	Advanced Pathophysiology	3
Clinical Concentration Courses NUR 664, NUR 665, NUR 666, NUR 667, NUR 668, and NUR 669			18
NUR	651	Primary Care of Women	1
NUR	652	Primary Care Management of the Well Child*	1
NUR	653	Primary Care of the Ill Child*	2
NUR	654	Primary Care of the Well Prenatal Woman*	1
		Total credits:	29 or 33

* Required only of family nurse practitioner students

Program Requirements for Adult Psychiatric/Mental Health Clinical Nurse Specialist, Adult Psychiatric/Mental Health Nurse Practitioner, or Family Psychiatric/Mental Health Nurse Practitioner

			Credits
NUR	671	Foundations of Advanced Practice Mental Health Nursing	3
NUR	672	Biological and Behavioral Components of Mental Health and Illness	3
NUR	680	Advanced Psychopharmacology	3
BIO	545	Advanced Pathophysiology	3
NUR	602	Advanced Health Assessment	4
Clinical Concentration Courses NUR 673, NUR 674, NUR 675, NUR 676, NUR 678, and NUR 679			18
NUR	670	Medication Management I*	2
NUR	677	Medication Management II*	2
NUR	681	Advanced Child and Adolescent Psychopathology**	3
NUR	683	Child Practicum and Seminar I **	3
		Total credits	44 to 53

* Required only of adult and family P/MH nurse practitioner students
**Required only of family P/MH nurse practitioner students

Admission Requirements
Students applying for admission must meet the following requirements:
1. M.S. degree in nursing (official transcripts) from an NLN or CCNE accredited program.
2. Two letters of reference reflecting current professional practice.
3. Personal letter describing past clinical experience, current goals, and program expectations.
4. Evidence (photocopy) of current licensure as a registered professional nurse in Maine.
5. Evidence of current national certification (photocopy)
   • As an Adult Nurse Practitioner if returning for a CAS as a Family Nurse Practitioner.

- As an Adult Psychiatric/Mental Health Clinical Nurse Specialist if returning for a CAS as either an Adult or Family Psychiatric/Mental Health Nurse Practitioner.

M.S. Option for Non-Nurses with Baccalaureate Degrees

This program allows students who hold a baccalaureate degree in another field to earn a master's degree in nursing in three years of full-time study. Students taking this program build their undergraduate and graduate nursing courses upon previous academic and life experiences.

During their first year students complete upper-division undergraduate courses with regularly enrolled baccalaureate nursing students. In the fall of the second year, students begin graduate non-clinical nursing courses with regularly enrolled master's students. Upon completion of the fall of the second year (spring of year two for students in the psychiatric/mental health concentration) or after completing 9 credits of graduate study in the summer following completion of undergraduate courses, students must sit for the State Board Examination (NCLEX-RN) and become licensed as a registered nurse. Failure to pass the NCLEX-RN licensure examination prior to the first graduate clinical practicum will stop progression in the program. Upon completion of all graduate courses, an M.S. is conferred.

Admission to the M.S. Option Program

Admission is competitive and limited. This program requires full-time enrollment in the planned sequence of study. Some scholarship monies are available. Each student's application for admission will be evaluated based on a composite of the following recommended standards.

Requirements
1. A baccalaureate degree from an accredited college or university.
2. A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale, or a B average.
3. A score in the 45th percentile (or higher) for intended major on the Miller Analogy Test or combined aptitude scores of 1000 (V.Q.) (or higher) on the Graduate Record Examination taken within the last five years.
4. Two letters of reference.
5. A personal interview may be required.

Prerequisite Course Requirements
1. Completion of a course in pathophysiology with a grade of C or above.
2. Completion of a course in introductory statistics (applied statistics is recommended; including descriptive and inferential statistics) with a grade of C or above (must be taken prior to NUR 604 Nursing Research).
3. Completion of a research methods course with a grade of C or above.
Completion of a course in anatomy and physiology is highly recommended.

The Graduate Admissions Committee will review each individual's undergraduate coursework and make individual prerequisite requirements if any one or more areas are significantly under represented. (For instance, an individual whose major includes no social sciences may be required to take sociology/psychology courses.)

Prerequisite Courses
Pathophysiology, Statistics, and Research Methods (3 credit hours each)

SUMMER I			*Credits*
CON	502	Pharmacology for M.S. Option Students	3
NUR	209	Health Assessment	3
NUR	210	Health Assessment Practicum	2
NUR	214	Fundamentals of Nursing Lab for M.S. Option Students	3
NUR	512	Nursing Arts & Science for M.S. Option Students	3
NUR	514	Fundamentals of Nursing/Lab	3
		Total credits	17
FALL I			
NUR	323	Adult/Older Adult Health Nursing	3
NUR	325	Adult/Older Adult Health Nursing Lab	4
NUR	530	Mental Health Nursing	3
NUR	331	Mental Health Nursing Lab	2

NUR	539	Older Adult Health Nursing Community Partnership for M.S. Option Students	3
		Total credits	15

SPRING I

NUR	311	Reproductive and Sexual Health Nursing	3
NUR	312	Reproductive and Sexual Health Nursing Lab	2
NUR	315	Child Health Nursing	3
NUR	316	Child Health Nursing Lab	2
NUR	413	Advanced Nursing Skills Lab	1
NUR	523	Management of the Critically Ill Adult/Older Adult for M.S. Option Students	3
NUR	526	Management of the Critically Ill Adult/Older Adult Clinical for M.S. Option Students	4
		Total credits	18

SUMMER II/FALL II

Begin graduate study in one of the following advanced practice nursing concentrations:

Adult Nurse Practitioner

Family Nurse Practitioner

Adult Psychiatric/Mental Health Clinical Nurse Specialist

Adult Psychiatric/Mental Health Clinical Nurse Specialist and Adult Nurse Practitioner

Adult Health Clinical Nurse Specialist

See previous pages for sample program sequences.

Total Program Credits:

Graduate Program = 48-54 Credits

Undergraduate Program = 49 Credits

Total Credits = 97-103

Master's Degree for Certified or State-Approved Advanced Practice Nurses

The master's degree program for certified or state-approved Advanced Practice Nurses is designed to meet the educational needs of certified nurse practitioners who do not hold either a baccalaureate and/or master's degree in nursing. Program length varies according to the academic credentials of the individual entering the program. Those practitioners without a baccalaureate degree must complete additional undergraduate coursework required in the R.N. to M.S. option. Certified and state approved Advanced Practice R.N. to M.S. students are not required to take undergraduate health assessment, microbiology, pathophysiology, or NUR 419 (Community Nursing Partnership for RNs).

Sample Curriculum

FALL I			*Credits*
NUR	601	Advanced Pharmacotherapeutics	3
NUR	603	Nursing Theory and Knowledge Development	3
Graduate Elective I			3
		Total credits	9

SPRING I			
NUR	604	Nursing Research	3
NUR	608	Family Theory and Communication	3
Graduate Elective II			3
		Total credits	9

FALL II			
NUR	606	Leadership, Health Policy, and Role	3
NUR	658	Graduate Clinical Project	3
Graduate Elective III			3
		Total credits	9
		Total Program credits	27

Note: R.N. to M.S. students (not having a baccalaureate degree in nursing) must complete additional undergraduate coursework.

For women's health nurse practitioner, an articulation agreement has been established with Planned Parenthood Federation of America, Inc., of Philadelphia, Penn. Graduates of other programs will be evaluated on an individual basis.

Certificate of Graduate Study in Nursing Education

This 9-credit certificate program will prepare students to teach in entry- and master's-level nursing programs in both didactic and clinical courses and engage in other professional roles such as professional staff development. Three required courses (3 credits each) for this certificate provide a foundation in theories of nursing education, external factors that influence nursing education, curricular models, teaching methodologies and strategies, and critical analysis of theories of learning and teaching. All courses will be offered as on-line courses. The third course may have a low-residency requirement as it entails a clinical practicum with supervision by faculty and an identified preceptor for either a didactic and/or clinical experiential component.

Curriculum

NUR	636	Foundations of Nursing Education
NUR	637	Methods of Education in Nursing
NUR	638	Education Practicum and Seminar

Admission Requirements
1. A baccalaureate or master's degree in nursing from an accredited college or university.
2. Completion of the Application for Graduate Certificate Program which can be found at www.usm.maine.edu/grad.

Program Policies

In addition to the general policies described in the Academic Policies chapter, specific policies for the graduate program in nursing are as follows.

Admission Credit This credit, which has been earned at USM, must be approved by the graduate faculty prior to admission and is subject to the condition that a grade of B- or better was received for the coursework. No graduate courses that are older than five years will be accepted for admission credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology, or Advanced Health Assessment will not be accepted for admission credit if older than three years. A maximum of six credit hours may be approved for admission credit. Exceptions to the maximum must be approved by the Graduate Curriculum, Admission, and Advancement Committee (GCAAC).

Transfer Credit This credit must be approved at the time of admission and request for approval included as part of the admissions application. No graduate courses that are older than five years will be accepted for transfer credit. Graduate courses in Advanced Pharmacology, Advanced Psychopharmacology or Advanced Health Assessment will not be accepted for transfer credit if older than three years. Up to a total of nine credit hours may be approved as transfer credit provided a grade of at least a B was earned in the course. Additional credit may be approved in unusual circumstances.

Program Grade Policies In the undergraduate portion of their program, students in the R.N.-M.S. Program and students in the M.S. Option Program for non-nurses, must achieve a minimum of a B- in all NUR and CON designated undergraduate courses. If such students earn below a B-, they may retake the course one time; however, they will be placed on probation and may not progress to graduate courses. Failure to correct probationary status after one semester will result in dismissal from the University. A grade of less than C- in a required undergraduate course will result in dismissal from the University.

Second degree option students must receive a minimum of "pass" in undergraduate clinical courses to progress. For a second degree option student who receives a first low pass grade in an undergraduate clinical course, the first low pass course may be repeated once. If the student receives a second low pass in the same or another undergraduate clinical course, the student will be dismissed from the graduate program.

Second degree option students who fail NCLEX-RN cannot progress in their course of studies without review by the GCAAC and permission of the dean.

In the graduate portion of their program, all students must achieve a minimum of a B- grade for all required graduate courses. The first time a student earns below a B-, the course must be retaken successfully (B- or above) in order to continue with program progression. A graduate course can only be retaken one time. Failure of the course retaken or of a second course will result in dismissal from the University. If the course in which a grade below a B- has been earned has a concurrent clinical course, progression in the theory/practice course sequence stops. A grade of B- or better must be achieved in the course which is repeated before the theory/practice course sequence resumes.

Because of the interrelatedness of concurrent clinical and theory courses, the following policies apply. If a student fails a clinical course (C+ or below) but passes the concurrent theory course (B- or above), the student must repeat the clinical course within one calendar year. If more than one calendar year elapses between failing and repeating the required clinical course, the student will be required to retake the concurrent theory course.

If the student fails a theory courses (C+ or below) but passes the concurrent clinical course (B-or above), and the student retakes the theory course within one calendar year, the student will be required to perform 8 hours of clinical, including attendance at clinical seminar every week. If more than one year elapses between failing a required theory course and retaking it, the clinical course must be repeated in its entirety.

A grade of C or below in the clinical component of a course will result in dismissal from the University (please refer to the Academic Policies section of this catalog).

In any semester in which the cumulative GPA falls below 3.0 (B average) the student will be placed on probation. Failure to correct probationary status after one semester will result in dismissal from the University. An incomplete grade in a clinical and/or concurrent theory course must be satisfied prior to progression to the next sequential course unless an arrangement involving the student and the faculty of both courses has been agreed to in writing. A 3.0 GPA is necessary for graduation. Students may only count 3 credits of C in an elective toward graduation. A cumulative GPA below 2.0 in any one semester will result in dismissal from the University.

The GCAAC and program faculty reserve the right to review a student's record to make recommendations regarding progression.

General Enrollment Policies

Students enrolled in either the M.S. Option for Non-Nurses with Baccalaureate Degrees or the R.N. to Master of Science Degree programs must successfully complete all of the required undergraduate requirements before starting their graduate course of study. If students in either of these programs choose to drop back into the traditional undergraduate nursing program they would be withdrawn from the graduate program. Students may then reapply to the graduate nursing program once they have successfully completed the bachelor of science degree with a major in nursing.

Matriculated students in the early phase of their graduate studies may choose to change their area of specialization prior to starting the specialty core. Once graduate students have started in the theory/clinical sequence of their specialty concentration no changes will be permitted.

Program Progression

Continuous Enrollment Once matriculated into the graduate program, students must be continuously enrolled in the program unless a written, formal request for a leave of absence has been submitted to and approved by the director of the School of Nursing and the chairperson of the GCAAC. Continuous enrollment requires that every graduate student must earn at least 6 credits toward his or her degree every calendar year from the time of the first registration until completion of all requirements for the graduate degree.

Leave of Absence Students may request a leave of absence. The leave of absence waives the continuous enrollment policy for a period of one calendar year. Note that when a request for a leave of absence is made at midterm, USM's current grading policies apply. Approval of the leave of absence is the responsibility of the director of the School of Nursing and/or the chair of the GCAAC. Once a decision has been made regarding the leave of absence, a letter will be sent from the director to the student, the advisor, the Office of Graduate Studies, and the registrar. To request a leave of absence, the student must:

- Meet with his or her advisor to discuss the potential impact of the leave of absence on progression
- Collaborate with the advisor and describe the terms of the request
- Submit a written request to the director and chair of the GCAAC with a copy to the advisor
- Confer with director prior to the end of the leave of absence to ensure that the student can register

Inactivation Policy Student admission, matriculation, and/or progression will be inactivated under the following conditions:

- Failure to maintain continuous enrollment as outlined above
- Absence of written communication with the advisor and/or director regarding matriculation/progression plans (e.g., no request for leave of absence)

The School of Nursing will advise the registrar of the student's inactive status. Students, whose file has been inactive for greater than or equal to one calendar year, may be required to repeat courses or reapply for admission. Students who have been placed on inactive status must meet with the director or the GCAAC chair and his or her advisor to determine what requirements must be met to activate registration.

Time Limit All requirements for the degree must be completed within six years from the date of first matriculation.

Professional Licensure Students are required to maintain current registered professional nursing licensure.

New England Regional Student Program The University of Southern Maine master's degree program in nursing is a participant in the New England Regional Student Program. For further information contact the Office of Graduate Studies, University of Southern Maine, 96 Falmouth St., Portland, Maine 04103, (207) 780-4386.

The College of Nursing and Health Professions is accredited by the Commission on Collegiate Nursing Education. For additional information contact: the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036; (202) 887-6791.

The programs of the College of Nursing and Health Professions are subject to change at any time without advance notice.

Commitment to Civility

The concepts of community and social justice are central to the mission and philosophy of the University of Southern Maine College of Nursing and Health Professions. Faculty, students, and staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, 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 College, 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.

1. Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion or intimidation against any member of the academic community.
7. 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.
8. Explore controversial issues through open dialogue and respectful deliberation.

9. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Engage institutional resources and persons to resolve conflict when necessary.

We will not tolerate disrespectful or abusive speech and/or disruptive behavior from individuals or groups. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disruptive behavior. Collectively, faculty, staff, and students in the College of Nursing and Health Professions are responsible for ensuring a safe and supportive learning and work environment.

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Advanced Practice Concentrations Courses

NUR 601 Advanced Pharmacotherapeutics
This course builds upon undergraduate understanding of pharmacological principles and agents by preparing students to evaluate and prescribe medications for common acute and chronic health problems. The regulatory aspects of drug administration and prescription from the perspective of advanced nursing practice will be examined. The development of clinical decision-making skills essential to safe, effective, and ethical pharmacological interventions will be the focal point of the course. Current concepts in pharmacological therapies as part of the treatment of commonly encountered health problems will be 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 life span. It provides an opportunity to develop physical assessment skills needed for advanced practice nurses. Abnormal assessment findings are related to underlying pathophysiology.   Cr 4.

NUR 603 Nursing Theory and Knowledge Development
This course explores contemporary issues in theory development and the social production of knowledge for nursing. The social and historical context of knowledge development in nursing will be examined with an emphasis on the relationship between theory, research, and practice in nursing.   Cr 3.

NUR 604 Nursing Research
This course prepares advanced practice nurses to appraise and use research and other evidence to provide high quality health care, to initiate change and to improve nursing practice and to evaluate their own practice systematically. Emphasis is on developing relevant clinical questions, searching for studies and other evidence, systematic appraisal of evidence, and determining whether and how to apply the findings. Commonly used research designs are explained. Strategies for organizing evidence and implementing evidenced-based practice changes are explored.   Cr 3.

NUR 606 Leadership, Health Policy, and Role
This course examines the complexity of the American Health Care System and current efforts to restructure the system. Past, current, and potential roles of advanced practice nurses related to access, and the goals of Healthy People 2010 are examined. Sociopolitical, economic, and ethical issues embedded in public policy decisions are explored. Attention is given to the role of advanced practice nurses in influencing, creating, and implementing policy.   Cr 3.

NUR 608 Family Theory and Communication
This course focuses on the theoretical and practical aspects of working with families. It affords students the opportunity to gain insight into themselves as individuals and as participants in their family of origin.   Cr 3.

NUR 644 Advanced Practice Adult Health Nursing I
This is the first theory course in the adult health clinical nurse specialist (CNS) concentration. While all advanced practice competencies are introduced, the major emphasis of the course is on the patient sphere of influence and the direct care competency of the adult health CNS role. Nursing assessments and interventions for common, acute medical surgical illnesses, trauma, and acute manifestations of chronic illnesses are emphasized. Prevention and management of adverse events, emergencies, and complications are addressed. Basic strategies for integrating evidence-based guidelines into practice are introduced.   Cr 3.

NUR 645 Advanced Practice Adult Health Nursing II
This is the second theory course in the adult health clinical nurse specialist (CNS) concentration. Emphasis is on advanced nursing assessments and interventions for patients with chronic illnesses as well as interdisciplinary care of this population. Contemporary evidence-based approaches to assessment, management, and outcome evaluation are addressed. Strategies for synthesizing various sources of evidence are discussed.   Cr 3.

NUR 646 Clinical Practicum and Seminar I
This is the first clinical course in the adult health clinical nurse specialist (CNS) concentration. The focus of the course is on the patient sphere of influence and the direct care role of the CNS. Emphases are on CNS role acquisition, the clinical application of theories and science, and the use of advanced nursing assessments and interventions in patients with acute

medical-surgical problems. Approaches to anticipating, preventing, and managing adverse events, emergencies, and complications are addressed.   Cr 3.

NUR 647 Advanced Practice Adult Health Nursing III

This is the third theory course in the adult health clinical nurse specialist (CNS) concentration. The health care system's sphere of influence and the leadership and management competencies of the CNS are the focus of this course. Managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are emphasized. Content on staffing, resource management, and rules and regulations as they relate to this advanced practice role is presented. Strategies for integrating theoretical, evidence-based, and practical approaches to quality improvement, to managing risk, change, and complexity, and to program development are discussed.   Cr 3.

NUR 648 Clinical Practicum and Seminar II

This is the second clinical course in the adult health clinical nurse specialist (CNS) concentration. Applications of pathophysiology, and nursing and interdisciplinary management of chronic illnesses are emphasized. The focus is on the synthesis and use of various sources of evidence in advanced medical-surgical practice. CNS role acquisition and socialization, particularly related to patient and nursing personnel spheres of influence, are discussed. In addition, advanced practice competencies of the CNS are analyzed.   Cr 3.

NUR 649 Clinical Practicum and Seminar III

This is the third clinical course in the adult health clinical nurse specialist (CNS) concentration. Utilization of evidence-based strategies for managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care are addressed. Clinical application of leadership and management competencies of the CNS role is emphasized. Emphasis is on quality of care initiatives, program development and management, change implementation, and assessing the impact of rules, regulations, and other internal and external contextual factors on care delivery.   Cr 3.

NUR 651 Primary Care of Women

This course is designed to prepare advanced practice nurses to provide primary care to women. The emphases are on prevention, promotion, maintenance, and restoration of health. Evidence-based approaches to assessment, intervention, and evaluation of women's health issues are addressed.   Cr 1.

NUR 652 Primary Care Management of the Well Child

The emphasis in this course is on evidenced-based assessments and interventions for well infants and children. Anticipatory guidance and education for the parents of these children and strategies for prioritizing child and family healthcare and health education needs are emphasized.   Cr 1.

NUR 653 Primary Care of the Ill Child

The emphases are on assessment and interventions for children with acute illnesses and education for the parents and children. Development of physical and psychosocial assessment and intervention skills specific to the pediatric population in the primary care setting are addressed. Decision making related to prioritizing child and family health care and health education needs is emphasized.   Cr 2.

NUR 654 Primary Care of the Well Prenatal Woman

This course is designed to prepare advanced practice nurses to provide primary care to the well prenatal woman. Focus is on health promotion, assessing and minimizing risk, and preventing complications. Emphasis is on collaboration and ensuring continuity of care.   Cr 1.

NUR 658 Graduate Clinical Project

This course is designed to promote the effective application of research and other evidence to clinical practice. Examples may include evaluating and/or modifying current practice standards, disseminating research results, increasing clinical application of evidence-based interventions, or adapting and designing a research-based intervention.   Cr 3.

NUR 664 Primary Health Care of the Adult I

This is the first in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The emphases are on assessment, diagnosis, intervention and management strategies related to acute episodic care and health maintenance of adolescent and adult populations. Particular focus is on the development of physical, psychosocial, and cultural assessment and intervention skills specific to the populations in primary care settings.   Cr 3.

NUR 665 Primary Health Care of the Adult II

This is the second in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families 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 and adult populations. Particular focus will be on interdisciplinary and collaborative aspects of the advanced practice role, direct care for selected groups, and principles of evidenced-based practice.   Cr 3.

NUR 666 Primary Health Care of the Adult III

This is the final in a sequence of three courses designed to prepare advanced practice nurses to provide health promotion and primary care to older adults. The focus is on gerontological concerns and complex health issues. Utilizing the framework of

ageism, emphases are on the approaches to assessment and management of older adults within the context of family and community across settings and on the utilization of evidenced-based practice. Cr 3.

NUR 667 Clinical Practicum and Seminar I
This is the first in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The emphases are on the application of assessment, diagnostic, intervention, and management strategies to selected populations who need acute care and health maintenance. Particular focus is on using physical, psychosocial, and cultural assessment and intervention skill, and reflection on process issues related to clinical practice. Cr 3.

NUR 668 Clinical Practicum and Seminar II
This is the second in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of the community. The emphases are on 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. Particular focus is on the integration and application of didactic information into clinical practice, development and refinement of the clinical decision-making process, critical evaluation of evidenced-based decisions, and reflection on process issues related to clinical practicum. Cr 3.

NUR 669 Clinical Practicum and Seminar III
This is the final in a sequence of three clinicals/seminars designed to prepare advanced practice nurses to provide health promotion and primary care to individuals and families in the context of community. The focus is on the application of assessment, diagnostic, intervention, and management strategies in selected populations across the life span with emphasis on the older adult. Emphasis is also on the refinement of skills reflective of beginning-level competency as an advanced practice nurse. Cr 3.

NUR 670 Medication Management I
This is the first of two clinical courses with a focus on medicaton management of psychotropic medications. Working directly with a clinical preceptor who is credentialed in psychiatry and has prescriptive authority, students will care for clients with a range of psychiatric illnesses. Emphasis will be on pharmacological intervention and effective medication management. Cr 2.

NUR 671 Foundations of Advanced Practice Mental Health Nursing
This course examines the range of issues pertinent to the advanced practice psychiatric mental health nurse. Specific emphasis is on advanced mental health assessment and the initial clinical interview from a theoretical and research perspective. Other content includes the role, history, and development of the advanced practice clinician in this specialty and in specific areas of practice including case management and consultation/liaison. The health care environment will be discussed and implications for psychiatric mental health nursing practice and research will be examined. Cr 3.

NUR 672 Biological and Behavioral Components of Mental Health and Illness
This course inclusively examines mental health and illness from several theoretical perspectives across the life cycle. Theory and applications of biological psychiatry, behavioral neuroanatomy, psychiatric epidemiology, and psychosocial theories will be included. A focus of this course is to examine the foundations of mental health and mental illness examining the spectrum of symptoms based on a continuum from acute to chronic and level of severity. Major psychiatric disorders are discussed with emphasis on presenting symptoms, neurobiological factors, and environmental factors. Emphasis is on developing knowledge and skill in diagnosis using the DSM IV. The course examines common medical problems that mimic the major psychiatric disorders and identify strategies for making differential diagnosis. Cr 3.

NUR 673 Clinical Practicum and Supervision I
This is the first clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves application of theory in working with individuals across the life cycle with emphasis on the advanced practice role of the individual psychotherapist. Cr 3.

NUR 674 Advanced Adult Psychiatric/Mental Health Nursing I
This is the first course in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing with individuals across the life cycle. Specific emphasis is on interventions with individuals who have Axis I and Axis II diagnoses based on the DSM IV criteria. Cr 3.

NUR 675 Advanced Adult Psychiatric/Mental Health Nursing II
This is the second in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing with families. Major frameworks for family therapy are explored. Cr 3.

NUR 676 Advanced Adult Psychiatric/Mental Health Nursing III
This is the third in a sequence of three courses designed to examine the theoretical, research, and practice foundations of advanced psychiatric nursing practice. Focus is on expanding the theory and practice toward complex systems, and working with groups and vulnerable populations. Advanced practice options and special interest areas are explored. Cr 3.

NUR 677 Medication Management II
This is the second of two clinical courses with a focus on medication management of psychotropic medications. Working with a clinical preceptor who is credentialed in psychiatry and has prescriptive authority, students will care for clients with a range of psychiatric illnesses. Emphasis will be on pharmacological intervention and effective medication management.   Cr 2.

NUR 678 Clinical Practicum and Supervision II
This is the second of three clinical courses in the psychiatric mental health advanced practice concentration. Focus for this course is the application of family theory and principles of family therapy. Clinical work builds on previous work with individuals to explore how family dynamics impact the individuals within the family as well as the overall family functioning. Assessments and interventions focus on the family as a system. Emphases are on advanced practice with families who have family members with mental illness, on families in crisis, and on identifying families at risk.   Cr 3.

NUR 679 Clinical Practicum and Supervision III
This is the third clinical practicum in the psychiatric mental health concentration. Focus for this clinical involves the application of theory in working with groups and vulnerable populations across the life span. Emphasis is on integrating the advanced practice competencies and working collaboratively with members of the health care team in providing holistic care to clients.   Cr 3.

NUR 680 Advanced Psychopharmacology
This course is designed to prepare the advanced practice nurse (APRN) in the clinical application of pharmacotherapeutic principles to psychiatric disorders across the life span. Theory and principles of neurobiology are analyzed and applied. The major classes of psychotropic agents are studied, including antidepressants, anxiolytics, mood stabilizers, antipsychotics, sedative-hypnotics, stimulants, and cognitive enhancers. Other drugs and drug classes are examined as appropriate and relative to the clinical context. Drug pharmacodynamics, pharmacokinetics, indications, contraindications, interactions, and side-effects

are evaluated in detail. Methods for evaluating efficacy of treatment and adjustment of pharmacotherapeutic regimens will be emphasized.   Cr 3.

NUR 681 Advanced Child and Adolescent Psychopathology
This course is designed to prepare psychiatric nurse practitioners with the knowledge to address the mental health needs of children and adolescents. A developmental psychopathology framework is 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 health needs based on current evidence-based research.   Cr 3.

NUR 683 Clinical Practicum and Seminar: Child and Adolescent
This seminar is designed to prepare advanced practice nurses to provide psychiatric care to children and adolescents who present with a variety of mental health needs. The focus of this seminar is on the clinical practice and the application of theory and evidence-based practice in the psychiatric treatment of children and adolescents. Emphases are on the application of assessment, diagnosis, and management of strategies in working with children and adolescents with mental health needs.   Cr 3.

NUR 690 Role Seminar
The major focus of the seminar is to prepare students to make a successful transition from graduate student to advanced practice nurse. Issues such as becoming credentialed, negotiating a contract, developing a portfolio, networking, resume writing, and utilization of resources will be addressed. Emphasis is placed on developing strategies for negotiating systems and creating work environments supportive of novice advanced practice nurses.   Cr 1.

NUR 695 Directed Study
A student will select a faculty member to guide readings to a chosen topic. A research paper may be required. Credit allocation up to 3 credits is negotiated with faculty.   Cr var.

Dual M.S. in Nursing/M.B.A. Courses

NUR 697 Nursing Management Clinical Immersion I
Under development.   Cr 3.

NUR 698 Nursing Management Clinical Immersion II
Under development.   Cr 3.

Clinical Nurse Leader Concentration Courses

NUR 610 Integrated Epidemiology, Health Assessment, Pathophysiology, and Pharmacology
This course prepares Clinical Nurse Leaders (CNL)® to refine and extend clinical judgments related to common, complex health problems, with a focus on achieving specific clinical outcomes. Essential principles of epidemiology, health assessment, pathophysiology, and pharmacology are

reviewed. An integrated understanding of evidence-based nursing and interdisciplinary approaches to outcomes management is emphasized.   Cr 4.

NUR 613 Advanced Interpersonal Relations Skills for CNLs®
Using complexity theory as an organizing framework, the art and science of interpersonal skills are explored. Self-reflection and self-awareness are cor-

nerstones for this course and are the underlying threads when applying a range of theories to practice. Communication theories, interpersonal theories, group theory, family theory, stress theory, consultation theory, and crisis theory are examined as they relate to interpersonal relations. Incorporating experiential approaches, strategies are explored for working with a range of practice situations such as: reducing horizontal violence in the work place, effective conflict negotiation, and maintaining professional boundaries. Cr 3.

NUR 614 Theoretical Foundations of the Clinical Nurse Leader (CNL)® Role: Application to Practice

Through the lens of complexity science, multiple theories integral to implementing the CNL role are explored. The emphasis is on acquisition and application of leadership, organizations, ethics, interpersonal, and information management concepts that will enable CNLs to improve clinical processes and patient and institutional outcomes. Cr 3.

NUR 615 CNL® Clinical Project I

This is the first course in a two-course sequence designed to facilitate evidenced-based practice with an emphasis on clinical leadership and project development. 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. The focus of the first course is on project identification and development. Cr 2.

NUR 617 CNL® Clinical Project II

This is the second course in a three-course sequence designed to facilitate evidenced-based practice with an emphasis on clinical leadership and project implementation. 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. The focus of the second course is on project implementation. Cr 2.

NUR 621 CNL® Clinical Seminar I

This is the first in a sequence of clinical seminars, designed in partnership with clinical agencies, to

CON 502 Pharmacology for M.S. Option Students

This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the nursing student for safe, therapeutic pharmacologic interventions. First semester of curriculum. Cr 3.

prepare graduate nursing students for the Clinical Nurse Leader (CNL®) role. The emphases are on the roles of advocate; team, information, and outcomes manager; risk anticipator; clinician and educator. Students develop multidisciplinary team building and change agent skills in an acute care setting. Self-reflection on the evolving CNL® role is emphasized. Clinical practicum is required. Cr 3.

NUR 622 CNL® Clinical Seminar II

This is the second in a sequence of clinical seminars, designed in partnership with clinical agencies, to prepare graduate nursing students for the Clinical Nurse Leader (CNL®) role. The emphases are on the roles of advocate; team, information, and outcomes manager; risk anticipator; clinician and educator. Students continue to develop multidisciplinary team building and change agent skills in an acute care setting. Self-reflection on the evolving CNL® role is emphasized. Clinical practicum is required. Cr 2.

NUR 623 CNL® Immersion: Clinical Seminar III

This is the third in a sequence of clinical seminars, designed in partnership with clinical agencies, as a 300-hour capstone CNL® clinical immersion practicum. Weekly seminars are conducted where students, faculty, and preceptors meet to discuss experience, issues, role development, and implementation. Self-reflection on the evolving CNL role is emphasized. Cr 3.

NUR 624 Clinical Care Initiatives

Utilizing a multidisciplinary theoretical approach, the focus for the CNL® is on community management of complex illness with specific emphasis on such areas as palliative care, geriatrics, complementary therapies, and chronic care models. Cr 3.

NUR 628 Health Care Environment Organization: Outcomes, Politics, Policy, and Economics

The health care environment organization is explored with an emphasis on improved patient safety and quality outcomes. Sociopolitical, economic, and ethical issues embedded in public policy decisions are explored. The focus is on macro and micro analysis of health care policy and ethics, politics, finance, and budgeting essential for the CNL® to influence, create, and implement unit-based and nationally based health policy decisions. Cr 3.

NUR 512 Nursing Arts and Sciences for M.S. Option Students

This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as the problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. First semester of curriculum. Cr 3.

NUR 514 Fundamentals of Nursing Labs for M.S. Option Students
Provides an historical and contemporary perspective on the nature and scope of nursing and focuses on theory, scientific principles, and psychomotor skills used to implement the foundational nursing therapeutics that promote, maintain, and restore the health of the client. Concurrent with NUR 212.   Cr 3.

NUR 523 Management of the Critically Ill Adult/Older Adult for M.S. Option Students
Students examine evidence-based therapeutic nursing intervention that supports adult and older adult clients experiencing complex health problems. Viewing clients as holistic beings, students study and analyze the skills necessary for delivery of care to high acuity adult and older adult clients. Concurrent with NUR 526.   Cr 3.

NUR 526 Management of the Critically Ill Adult/Older Adult Clinical for M.S. Option Students
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Open to second degree option students only. Concurrent with NUR 523.   Cr 4.

NUR 530 Mental Health Nursing for M.S. Option Students
This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. First semester of curriculum.   Cr 3.

NUR 539 Community Nursing Partnership for M.S. Option Students
This is a combination of Community Nursing Partnership and NUR 332 Nursing Care of the Older Adult in the Community.   Cr 3.

Electives

NUR 5XX Introduction to Forensic Nursing
This introductory course provides the student with knowledge and nursing strategy to better meet the needs of those affected by forensic-related health care situations and ultimately improve patient outcomes. The history and development of forensic nursing as a scientific subspecialty of nursing is explored. The forensic nursing process; application of the forensic nursing role (i.e. sexual assault management, death investigation, child death review, abuse/neglect, emergency department, etc.); violence and victimology; injury identification and interpretation; evidence recognition, collection, preservation, and documentation; and, forensic nursing and the medico / legal interface are also explored.

NUR 590 Therapeutic Touch: Theory and Practice
This course is designed to introduce nurses and other health professionals to the theory and practice of the Krieger-Kunz method of therapeutic touch, a research and theory-based nursing intervention. Students will be introduced to Martha Rogers's nursing theory, in which human beings are conceptualized as energy fields. Through readings, demonstrations, and guided practice, students will become aware of human field energy as it extends beyond the visible boundaries of the physical body, and learn to use therapeutic touch to assess human energy fields and to promote relaxation. Integrating therapeutic touch into clinical practice to reduce pain and accelerate healing will be discussed.   Cr 3.

NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Health Care Professional
This course reviews the current clinical literature on the prevention, recognition, assessment, and treatment of sports-related orthopedic conditions that occur in the physically active. 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 684 Community Health and Medical Care
This course investigates the relationship between the health care system and health. Areas of study include definitions and indicators of health and its relationship to medical care; epidemiology; the determinants of health; prevention; public health and vulnerable populations. Current models of community-based health planning and health systems development are used by students to assess the needs of vulnerable populations in Maine.   Cr 3.

Certificate of Graduate Study in Nursing Education Courses

NUR 636 Foundations of Nursing Education
This course is the first graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Historical and philosophical underpinnings of education are explored. Emphasis is given to reflection on personal experience, exploration of current issues in nursing education, nursing education theory, and critical analysis of theories of learning and teaching.

NUR 637 Methods of Education in Nursing
This course is the second graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. Components

of course and curriculum development including assessment of learners' needs, course objectives and outcome measures, content selection and development, and teaching strategies are examined. Emphasis is on developing expertise as an educator by increasing sensitivity, knowledge, and skill in creating effective teaching programs that reflect an understanding of the learner, context, and content.

NUR 638 Education Practicum and Seminar
This course is the third graduate nursing course in a sequence of three courses designed to prepare the professional nurse for teaching roles. In this course the concept of "praxis" is fully realized. With guidance from the faculty, students will select an educational experience to develop, implement, and evaluate. Experiences may include, however are not limited to, in-service programs, classroom and clinical teaching, and community education programs.

Edmund S. Muskie
School of Public Service

Dean: William H. Foster
Associate Dean: Andrew Coburn
Director of StudentAffairs: Susan Moore
Professors: Barringer, Clary, Coburn, Colgan, Fraumeni, Hartley, Kartez, Lapping, MacTaggart, Payne, Thompson; *Associate Professors:* Bolda, Kilbreth, Lambert, LaPlante, Lynn, Richert; *Assistant Professors:* Howard, Lahti, Merrill, Morris, Nalli

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 the expertise of three nationally recognized research institutes with master's programs in community planning and development, health policy and management, and public policy and management, as well as a doctoral program in public policy.

The Muskie School is frequently sought after as a source of knowledge on issues of national, regional, state, and local importance. Faculty and staff now number over 300, and, in 2006, externally funded grant and contract awards totaled over $36 million. This success is attributable to growing expertise, a practical, innovative approach to issues, and a commitment to spanning traditional boundaries among university, government, and nonprofit organizations.

The School's research and public service activities encompass a range of public policy areas, including health policy, child and family policy, economic and tax policy, public administration, community planning, and the environment. The School conducts research and provides program evaluation, policy analysis, technical assistance, and training. These activities provide faculty and students with real-life experience that expands and informs classroom learning. Many graduate students take advantage of the School's research programs through assistantships and internships.

Muskie School Research Institutes

Three nationally recognized research institutes are located within the Muskie School. The Cutler Institute for Child and Family Policy, the Institute for Health Policy, and the Institute for Public Sector Innovation conduct projects for federal, state, and local agencies as well as private foundations, and are committed to bringing the resources of the University to bear on problems of critical importance to Maine and the nation. Collaborative partnerships with agencies and organizations have served as vehicles for innovative policy and program development.

The School is also home to four national research centers. Community Partnerships for Older Adults is a program funded by the Robert Wood Johnson Foundation that works to improve long-term care and supportive services for older adults. The Maine Rural Health Research Center is one of eight federally funded centers focused on critical issues related to rural health in the United States. The National Child Welfare Resource Center for Organizational Improvement assists all 50 states with advances in public services for children and families. The New England Environmental Finance Center focuses on creative approaches to environmental protection and management, especially with respect to questions of financial support for such activities.

Academic Programs

The Muskie School offers master's degrees in public policy and management, health policy and management, and community planning and development (with joint degrees with the School of Law and a joint degrees program with the School of Business and Health Policy and Management). These programs educate students for leadership roles in government and the private and nonprofit sectors through interdisciplinary, problem-focused education. A combination of classroom and applied field experiences imparts a broad understanding of the challenges of democratic governance and develops competencies in policy planning and analysis and organizational and management skills.

The Muskie School also offers a Ph.D. in public policy. The Ph.D. program is designed for students who are interested in studying and influencing critical public policy issues facing Maine and the nation. Graduates of the Ph.D. program prepare

for senior policy and management positions in all levels of government, nonprofit agencies, school districts, research organizations, and consulting firms as well as positions in colleges and universities.

Joint Degrees Program

The joint degrees programs in law and public policy, in law and health policy and management, and in law and community planning and development offer the juris doctor degree (J.D.) through the University of Maine School of Law, and the master's degree through the Muskie School of Public Service. The programs allow students to earn both the J.D. and master's simultaneously by designating a certain number of crossover courses that satisfy the graduation requirements of each degree. Students may thus complete both degrees in four years instead of the five years that would ordinarily be required. Separate admission is required.

The joint degrees program in Business Administration and Health Policy and Management offers a Master of Business Administration (M.B.A.) through the USM School of Business and a Master of Science (M.S.) in Health Policy and Management through the Muskie School of Public Service. The program allows students to earn the M.B.A. and M.S. simultaneously by designing a certain number of crossover courses that satisfy the graduation requirements of each degree. Full time students may thus complete both degrees in three years instead of the four years that would ordinarily be required. Separate admission is required.

Admission

Admission to the master's degree programs is granted to those students with a baccalaureate degree from an accredited college or university who demonstrate evidence of commitment to leadership in public service, health policy and management, or in community planning and development, and the ability to perform graduate studies successfully. Ability to master a diversity of skills and subjects, to handle complex analytical tasks, and to think creatively is essential.

Applications are submitted to the USM Office of Graduate Admissions. Applications for admission to the master's degree programs are considered in the spring of each year for the fall semester, and in the fall for matriculation in January.

Credit toward completion of degree requirements owing to previously completed graduate study or prior learning experience may be granted in certain cases.

Admission decisions to the Ph.D. program are based on the applicant's overall academic record, GRE scores, professional experience, and educational goals. The Ph.D. Admissions Committee will carefully consider each applicant's ability to perform doctoral studies successfully. Ph.D. applications are considered in the spring for fall matriculation. Applications are accepted every other year for admission.

Application Deadline

The application deadline for the master's degree programs is February 1 for the fall semester (September), and December 1 for the spring semester (January). Applications received by these deadlines receive priority consideration for scholarships and assistantships. Applications received after the deadline will be considered on a space available basis until July 1.

The application deadline for the Ph.D. program is February 1. Applications received after the deadline will be considered on a space-available basis.

Application Material

Applications for the master's degree programs or Ph.D. program must include:
1. An official USM graduate application, including a written statement of educational goals.
2. Official scores of the Graduate Record Examination. GREs are waived for those holding an advanced degree.
3. Official transcripts of all undergraduate and other graduate education.
4. Three letters of recommendation.
5. Application fee ($50.00).

Master's Degree Program Policies

In addition to the general policies described in the Academic Policies chapter, specific policies of these programs are as follows.

Time Limit

All students must complete requirements for the degree within six years from the semester in which they matriculated in the program.

Full-Time Master's Students

Full-time students will be able to complete the program in two years or less. They should take as many core courses as possible in the first year, remaining sensitive to the possible need to fit in an occasional track/concentration course and/or elective course scheduled only in alternate years. Track selection must be complete prior to the end of the first year. In the second year, full-time students should first make certain all core and track requirements are fulfilled; they are then free to exercise concentration and elective options for the remaining credits, finishing with the capstone course.

Part-Time Students

Students planning to graduate in May of the third year should plan to take 14 to 18 credits the first and second years (two courses in the fall, two in the spring, and one or two in the summer session), for a total of 33 credits the first two years, and all remaining credits the third year. It is suggested that the three-year, part-time student take all core courses in the first year and a combination of core, track, and elective courses in the second and third years. Again, sensitivity to alternate year course sequencing is advised.

Special/Nonmatriculated Students

Public service professionals and community residents may, with instructor permission, enroll in Muskie School courses as special students. Because special student status is dependent on space availability, those interested are urged to contact instructors as early as possible. Special students may take up to 9 credit hours in either the PPM, HPM, or CPD degree prior to matriculation. Taking classes as a special student does not guarantee admission to the PPM, HPM, or CPD program.

Transfer Credit

Students who have completed coursework in another graduate program may petition the PPM, HPM, or CPD Academic Affairs Committee for transfer credit. Upon approval of the program Academic Affairs Committee, students may receive up to 9 transfer credits for graduate courses taken at other institutions to be counted toward the total credits required for the master's degree. Requests for transfer credit normally are made at the time of admission or during the first semester of matriculation.

Transfer credit may be approved for required courses, track choices, electives, or some combination thereof. In all cases, an official graduate transcript from the institution where the courses were taken must be on file with the director of Student Affairs.

In the event the student desires transfer credit to *replace* a required course or track choice, evidence of equivalence to the PPM, HPM, or CPD course must be demonstrated. At a minimum, a course syllabus must be submitted to the appropriate Academic Affairs committee.

In the event the student desires that transfer credit be *used in place* of PPM, HPM, or CPD electives, a description of the course or course syllabi must be submitted to the appropriate Academic Affairs committee.

Transfer credit will not be approved for:
1. Courses which would not have received graduate credit if taken at the University of Southern Maine.
2. Correspondence courses.
3. Courses in which a grade lower than B was received.

Extramural Credit

Students who are matriculated in the PPM, HPM, or CPD master's program and would like to take a course at another University of Maine campus or other University, or who would like to include a course from another department at USM that is not currently cross listed, must obtain permission from the appropriate academic affairs committee. The procedure is the same as for transfer credit requests.

Waiver Request

A student may request a waiver from a program requirement by showing adequate mastery of the subject matter. Evidence may include the undergraduate transcript or a transcript of other graduate work, successful completion of an examination or other academic exercise prepared by the course instructor, submission of

samples of work, or through other means acceptable to the Academic Affairs Committee. The Academic Affairs Committee may solicit input from the course instructor as to the advisability of the substitution and may request supplemental information. Approval of a course waiver does not reduce the credit requirement for graduation; students may take additional electives to meet the required credits.

To expedite the process, a student contemplating a request for permission to substitute a course should meet with the chair of their program's Academic Affairs Committee for more information about the required information to be submitted to the committee, given the basis for the request.

Capstone Requirements

The capstone project is an integrative research requirement for each of the master's degree programs in the Muskie School. Depending upon the academic program, the substantive foci may differ and the format may vary from an individualized to a group research effort. Regardless of academic program, it is the policy of the Muskie School that all students applying for graduation must have completed and successfully presented a capstone proposal no later than two weeks prior to graduation. Additional program requirements may apply. Students are urged to contact their academic program advisors or capstone coordinators for additional information regarding program specific requirements.

Certificates of Graduate Study

Certificates of graduate study may be taken as additional credits of coursework to augment the master's degree, or as a 12-15 credit certificate program that does not require matriculation in a degree program. Certificate programs include courses selected from the master's programs' curricula.

The following certificates of graduate study are offered by the Muskie School:
- Advanced Research and Evaluation Methods
- Applied Research and Evaluation Methods
- Child and Family Policy and Management
- Community Planning and Development
- Health Policy and Management
- Nonprofit Management
- Performance Management and Measurement
- Public Health (15 credits)

Certificate of Graduate Study in Advanced Research and Evaluation Methods

The certificate of graduate study in advanced research and evaluation methods is designed for students and practitioners who already are comfortable with basic statistical techniques and data analysis and presentation who wish to gain greater competence in designing research and evaluation studies, expand their range of analytical techniques, and apply methods effectively to issues in policy analysis, planning and management. Students select four courses (12 credits) including one required course and three from a list of approved courses.

Required Course

PPM	602	Research Design

Students who have completed PPM 602 may substitute PPM 706 Conduct of Inquiry.

Select an additional nine credits:

AMS	677	Regression Models in the Health Sciences
PPM	600	Computer Applications for Public Policy and Management
PPM	603	Applied Research Methods
PPM	603B	Applied Research Methods: Introduction of Forecasting Using Regression Analysis
PPM	603C	Applied Research Methods: Applied Cost-Benefit Analysis
PPM	603F	Applied Research Methods: Introduction to Correlation and Regression Methods
PPM	603G	Applied Research Methods: Hands-on Multiple Regression
PPM	603H	Applied Research Methods: Graphing Data
PPM	604	Evaluation Methods
PPM	605	Advanced Research Methods
PPM	710	Conduct of Inquiry
PPM	711	Seminar in Quantitative Methods

PPM	712	Advanced Quantitative Methods
PPM	713	Qualitative Design and Methods for Policy Research

Certificate of Graduate Study in Applied Research and Evaluation Methods

The certificate of graduate study in applied research and evaluation methods is designed for students and practitioners who want to learn to use data more effectively on the job and in the community. The certificate emphasizes data acquisition, data analysis and presentation, choosing and applying statistical techniques to real world problems, and practical application of analytical tools. There is no mathematics or statistics prerequisite. Students select four courses (12 credits) including one required course and three from a list of approved courses.

Required Course

PPM	601	Applied Statistics for Public Policy and Management

Select an additional nine credits

AMS	535	Introduction to Epidemiologic Research
AMS	545	Applied Biostatistical Analysis
CPD	622	Introduction to ArcView
CPD	625	Community Planning Analysis and Land Use Modeling
PPM	600	Computer Applications for Public Policy and Management (1 credit module)
PPM	602	Research Design
PPM	603	Applied Research Methods
PPM	603A	Applied Research Methods: Introduction to Survey Research
PPM	603B	Applied Research Methods: Introduction of Forecasting Using Regression Analysis
PPM	603C	Applied Research Methods: Applied Cost-Benefit Analysis
PPM	603D	Applied Research Methods: Introduction to Economic Impact Analysis
PPM	603F	Applied Research Methods: Introduction to Correlation and Regression Methods
PPM	603G	Applied Research Methods: Hands-on Multiple Regression
PPM	603H	Applied Research Methods: Graphing Data
PPM	604	Evaluation Methods
PPM	631	Measuring Performance in the Public and Nonprofit Sectors

Certificate of Graduate Study in Child and Family Policy and Management

Today's multifaceted social problems and an evolving definition of "family" need sound public policies, effective programs, and management strategies/skills to address the needs of children and families. The certificate of advanced study in child and family policy and management is a collaborative effort of the Muskie School's nationally accredited public policy and management master's degree program (PPM) and the School's Institute for Child and Family Policy (ICFP). The interdisciplinary curriculum gives students an opportunity to gain the knowledge and competencies needed to affect change, guide policy development and implementation, and manage programs serving children and families. The certificate is designed for child and family professionals, children's advocates, teachers, justice system personnel, policy makers, and others wishing for a better understanding of children and family policy and management.

Students select four courses (12 credits) from among the following courses in the graduate programs at the Muskie School. Students are required to take PPM 626 Public Policy and Children, one course from each of the other groups listed below, and a fourth course from either group.

Required Course:

PPM	626	Public Policy and Children

Select 3 credits of management coursework:

PPM	615	Foundations for Public Service and Management
PPM	631	Measuring Performance in the Public and Nonprofit Sectors
PPM	632	Human Resources in Public and Nonprofit Management

| PPM | 633 | Strategic Planning in the Public and Nonprofit Sectors |
| PPM | 635 | Managing in the Nonprofit Sector |

Select 3 credits of policy coursework:

HPM	672	Politics of Health Policy
PPM	627	Child and Family Policy and Law
PPM	639	Topics in Public Policy and Management

Certificate of Graduate Study in Community Planning and Development

The certificate in community planning and development has two major objectives: to provide students with a grounding in land use and environmental planning, economic development, law and policy analysis, infrastructure programming, and growth management; and to develop an understanding of economic, social, legal, ethical, and political contexts within which decisions about land use, economic growth, and environmental protection are made. These objectives are met through course readings, class lectures and discussions, case analyses, and problem-solving exercises in various community-based settings.

Persons contemplating a career in local or state government or nonprofit organizations, and who are particularly interested in the fields of land use, economic development, and environmental planning are invited to discuss their goals with the coordinator of the certificate in community planning and development. Those who already practice in the field and wish to enhance their skills and understanding of the issues are also welcome.

The certificate requires the completion of 12 credit hours of coursework, at least one course must be selected from each of Groups A and B. Students may propose other courses from the CPD program in their certificate program. These must be approved by the chair.

Group A

CPD	660	Introduction to Community Planning
CPD	661	Land Use Control and Zoning
CPD	664	Principles of Town Design
CPD	668	Local Environmental Planning

Group B

CPD	615	Citizen Involvement and Dispute Resolution in Planning
CPD	652	Introduction to Community Development
CPD	667	Housing and Real Estate
PPM	650	State and Regional Economic Development

Certificate of Graduate Study in Health Policy and Management

The certificate program in health policy and management provides the opportunity to learn about the broad social context of health service or health service policy and to develop both policy analysis and management skills appropriate to the field. The certificate program provides health professionals from diverse backgrounds with a solid foundation of knowledge and skills in health policy and planning, as well as the fundamentals of health care management and community health.

Students take four courses (12 credits) from the graduate program in health policy and management. Courses are offered at the Muskie School in Portland, with several offered at University of Maine System campuses through UNET (the University's Interactive Television Network). Students admitted to the master of science in health policy and management program will receive credit for courses taken in the certificate program in which they received a grade of B or better.

The certificate typically consists of the following courses:

HPM	570	The American Health Care System
HPM	574	Community Health and Medical Care
HPM	673	Fundamentals of Health Care Management
HPM	676	Health Care Planning and Marketing

Students may request substitution of *one* of the following courses for any one of the preceding four courses:

HPM	636	Health Information Management
HPM	675	Health Care Finance
HPM	678	Health Law
HPM	681	Quality and Outcomes of Health Care

Certificate of Graduate Study in Nonprofit Management

The certificate program in nonprofit management provides traditional students, working professionals, and volunteers in the nonprofit sector with the knowledge, managerial skills, and techniques to respond to the challenges of this important and rapidly changing sector of society.

Students gain valuable expertise in critical areas such as managing human and financial resources, using technology to further organizational goals, and successfully mastering the system of performance contracting being introduced in Maine. Other topics examined include grant writing, fundraising, volunteer recruitment and management, board development, and interagency collaboration.

Many certificate courses are offered through the Education Network of Maine at locations throughout the state. Students may request to transfer certificate courses to the School's master's degree program in public policy and management upon matriculation.

Students select four courses (12 credits) from among the following courses from the graduate program in public policy and management.

Select four of the following courses:

PPM	601	Applied Statistics for Public Policy and Management
PPM	615	Foundations for Public Service and Management*
PPM	632	Human Resource Management in Public and Nonprofit Organizations
PPM	633	Strategic Planning in the Public and Nonprofit Sectors
PPM	635	Managing in the Nonprofit Sector
PPM	636	Management Information Systems in the Public and Nonprofit Sectors
PPM	638	Foundations and the Philanthropy Process
PPM	639	Topics in Public Policy and Management
PPM	641	Budgeting and Accounting for Public and Nonprofit Managers*
PPM	645	Grant Writing and Financial Management in the Nonprofit Organization

*with faculty permission only

Certificate of Graduate Study in Performance Management and Measurement

The certificate program in performance management and measurement is designed to equip managers with the knowledge and skills needed to monitor and report on organizational performance, to present results-oriented information in alternative formats to diverse, nontechnical audiences, and to contribute to improving performance in public organizations. The certificate in performance management and measurement is a collaborative effort of the Muskie School's accredited public policy and management master's degree program (PPM) and a research center known nationally for leading edge evaluation and technical assistance, the Institute for Public Sector Innovation. Students select four courses (12 credits) including one required course and three from a list of approved courses.

Required Core Course

PPM 631	Measuring Performance in the Public and Nonprofit Sectors

Select an additional 9 credits

PPM 600	Computer Applications for Public Policy and Management
PPM 601	Applied Statistics for Public Policy and Management
PPM 603	Applied Research Methods
PPM 615	Foundations for Public Service and Management
PPM 619	Communication Skills for Public Managers
PPM 632	Human Resource Management in Public and Nonprofit Organizations
PPM 633	Strategic Planning in Public and Nonprofit Sectors
PPM 635	Managing in the Nonprofit Sector
PPM 636	Management Information Systems in the Public and Nonprofit Sectors
PPM 641	Budgeting and Accounting for Public and Nonprofit Managers*

*with faculty permission only

Certificate of Graduate Study in Public Health

The Certificate of Graduate Study in Public Health provides individuals from diverse backgrounds with a solid foundation of knowledge and skills in public health, health policy, community health, and epidemiology as well as offering students an opportunity to pursue interests in evaluation, planning, or quality.

The public health certificate can serve to augment a student's previous academic training and facilitate advancement in a variety of private health and service organizations as well as public agencies. Alternatively, the certificate can serve as a strong introduction and preview to the field of public health prior to committing to a formal master's program.

The public health certificate is awarded on successful completion of five courses (15 credit hours) from the Health Policy and Management curriculum. If successfully completed, certificate program courses will fulfill degree requirements for students who apply for, and are admitted to, a master's degree program. Courses are held at the Muskie School on the USM Portland campus. Some courses are offered at other campuses in the University of Maine System via the University's distance education network.

The following three courses are required for the certificate:

HPM	570	The American Healthcare System
HPM	574	Community Health and Medical Care
HPM	682	Social and Behavioral Foundations for Public Health

One of the following courses is also required:

AMS	545	Applied Biostatistics Analysis
AMS	535	Introduction to Epidemiology Research

The fifth course is an elective selected from the following:

HPM	676	Health Care Planning and Marketing
HPM	681	Quality and Outcomes of Health Care
PPM	604	Evaluations Methods
PPM	624	Gender, Race, Politics, and Public Policy

And either

AMS	535	Introduction to Epidemiology Research

or

AMS	545	Applied Biostatistics Analysis

Master of Community Planning and Development

The community planning and development degree provides an opportunity for those with an interest in shaping the environment and economy of cities and towns to acquire the skills and knowledge needed to be effective members of the planning and economic development professions.

The professional field of community planning and development concerns itself with the continuing attempt by society to strike a balance among community growth, environmental quality, and human welfare. It involves the development of economic growth strategies, the formulation of capital budgets and infrastructure programs, the analysis of existing and proposed land use policies, the preparation of comprehensive community plans, and the evaluation of private development proposals to manage change in the built and natural environments.

The Muskie School's CPD program is designed to meet the unique challenges of our region. It is neither strictly urban, nor strictly rural in focus, but reflects the wide variety of communities found in Maine and New England. Students will acquire a firm grounding in the past, through courses in planning history, as well as the latest technologies, such as Geographic Information Systems (GIS). All students will learn about the interaction between the economy and the environment which makes planning such a challenging profession.

A major component of the program is that it provides opportunities to do professional work in the planning and development field. All students without significant experience in the field are required to complete a field experience. Many other opportunities are made available by the school and by local and state agencies to help acquire job experience while completing the degree program.

Program Requirements

The master's degree in community planning and development requires 48 credits. A required core of 30 credits (including capstone and field experience) combines basic skills for planning (such as geographic information systems and conflict reso-

lution), with basic courses in planning as theory and practice, economics, and methods of analysis.

Core Curriculum

CPD	601	Planning Theory and History	3
CPD	602	Sustainable Communities	3
CPD	603	Planning Workshop	3
CPD	605	Elements of Plan Making	3
CPD	615	Citizen Involvement and Dispute Resolution in Planning	3
CPD	622	Introduction to Arc/GIS	3
CPD	696	Field Experience	0
CPD	699	Studio/Capstone	3
PPM	601	Applied Statistics for Public Policy and Management	3
PPM	611	Economics and Public Policy	3
PPM	640	Public Finance and Budgeting	3
		Total Core Credits	30

Research Methods

		Select three credits from the following courses:	3
CPD	607	Analytic Methods for Planning and Development	
CPD	625	Community Planning Analysis and Land Use Modeling	
GEO	608	GIS Applications I	
PPM	603	Applied Research Methods	

Students select an additional 15 credits of focused course work from among three specializations: *land use and environment, community and economic development, and health planning.* A joint-degree option with the University of Maine School of Law is available.

Land Use and Environment Track

Select 3 credits
CPD	660	Introduction to Community Planning	3
CPD	661	Land Use Control and Zoning	3
CPD	664	Principles of Town Design	3

Select 3 credits
CPD	652	Introduction to Community Development	3
PPM	650	State and Regional Economic Development	3

Select 9 credits
ANE	638	Reading the Cultural Landscape	3
ANE	641	Environment and Culture	3
CPD	622	Introduction to ArcView	3
CPD	625	Community Planning Analysis and Land Use Modeling	1
CPD	665	Transportation Planning	3
CPD	667	Housing and Real Estate	3
CPD	668	Local Environmental Planning	3
CPD	669	Historic Preservation Through Growth Management	3
CPD	670	Growth Management Workshop	3
LAW	635	Land Use and Growth Policy	3
PPM	603	Applied Research Methods	3
PPM	619	Communication Skills for Public Managers	3
PPM	623	Risk and Public Policy	3
PPM	633	Strategic Planning in the Public and Nonprofit Sectors	3
PPM	637	Intergovernmental Relations	3
PPM	643	Fiscal Analysis for Community Development	3

Community and Economic Development Track

Required Course
CPD	652	Introduction to Community Development	3

Select 3 credits
| CPD | 660 | Introduction to Community Planning | 3 |
| CPD | 661 | Land Use Control and Zoning | 3 |

Select 9 credits
CPD	665	Transportation Planning	3
CPD	667	Housing and Real Estate	3
CPD	669	Historic Preservation Through Growth Management	3
MBA	649	Special Topics in Management: Introduction to System Dynamics	3
PPM	551	Public Policy Dispute Resolution	3
PPM	619	Communication Skills for Public Managers	3
PPM	633	Strategic Planning in the Public and Nonprofit Sectors	3
PPM	643	Fiscal Analysis for Community Development	3
PPM	650	State and Regional Economic Development	3
PPM	651	Government-Business Relations	3
PPM	652	Community Economic Development	3
PPM	666	Environmental Policy	3

Health Planning Track

Required course
| HPM | 670 | The American Health Care System | 3 |

Select 3 credits
| CPD | 660 | Introduction to Community Planning | 3 |
| PPM | 650 | State and Regional Economic Development | 3 |

Select 9 credits
CPD	622	Introduction to ArcView	1-3
HPM	672	Politics of Health Policy	3
HPM	674	Community Health and Medical Care	3
HPM	675	Health Care Finance	3
HPM	676	Health Care Planning and Marketing	3
PPM	619	Communication Skills for Public Managers	3
PPM	633	Strategic Planning in the Public and Nonprofit Sectors	3

Available in all tracks
GEO	605	Remote Sensing	3
GEO	608	GIS Applications I	3
GEO	618	GIS Applications II	3
GEO	658	Research Applications in GIS	3
PPM	610	Foundations of Public Policy and Management	3
PPM	613	Law and Public Policy	3

Law and Community Planning Joint Degree

Select 3 credits
| CPD | 660 | Introduction to Community Planning | 3 |
| CPD | 661 | Land Use Control and Zoning | 3 |

Select 12 credits*
LAW	633	Natural Resources Law	3
LAW	637	Environmental Law	3
LAW	658	Ocean Law	3
LAW	684	Alternative Dispute Resolution	2
LAW	689	Environmental Law Clinic	3

*Or other University of Maine School of Law courses approved by the CPD chair.

CPD 601 Planning Theory and History
This course introduces students to basic elements of planning theory and history. Other topics covered include: planning in a diverse society and an introduction to ethical issues facing planners.   Cr 3.

CPD 602 Sustainable Communities
CPD 602 is designed for students who have previously been exposed to planning history and theory (CPD 601 or its equivalent). Its purpose is to introduce the student to one current approach to community planning, known as sustainable communities, which embraces a holistic approach to community development as a goal to be pursued in the complex interplay among natural, economic, and social systems. The course aims to establish command of the

basic concepts, principles, policies, and obstacles associated with sustainable development, sustainable communities, and, as a practical example, smart growth. Prerequisite: CPD 601 or permission of the instructor. Cr 3.

CPD 603 Planning Workshop

This course will center around one or more group projects in planning and/or economic development. It will focus on getting students to be able to design, research, produce, and communicate professional-level projects during one semester, and is intended to serve as the foundation for the capstone. In all but exceptional cases, it will be a prerequisite to the capstone. Cr 3.

CPD 605 Elements of Plan Making

The course covers basic elements of drawing up plans, including an introduction to planning and zoning law. Cr 3.

CPD 607A Analytic Methods for Planning and Development: Fiscal Impact Analysis

A five-week course covering the theory and techniques used to conduct fiscal impact analyses for state and local governments. Issues to be covered include the impact of land-use activity on community demographics, government revenues and expenditures, demand for services, and state funding formulae. Cr 1.

CPD 615 Citizen Involvement and Dispute Resolution in Planning

Introduces students to the processes of conflict resolution, stakeholder involvement, communication with non-technical audiences, and styles of leadership that are essential to effective adoption and implementation of plans. Cr 3.

CPD 622 Introduction to Arc/GIS

An introduction to the ArcMap program, a Windows-based Geographic Information Systems program. Covers beginning and intermediate uses of the program. Cr 1-3.

CPD 625 Community Planning Analysis and Land Use Modeling

Introduction to estimating and projecting the demand for land, housing, and public space for long-range land use planning; developing future growth scenarios at the town and regional scale; and using GIS tools such as buildout calculators and planning support systems to organize and visualize these analyses. Prerequisites: GIS course and CPD 660 or CPD 661 or instructor permission. Cr 3.

CPD 652 Introduction to Community Development

An investigation of the nature and role of community development activities as a strategy to increase the assets a community has at its disposal to solve problems. Examines both local government and not-for-profit sector organizations for community development with a focus on public/private partnerships and community development corporations as major vehicles for contemporary community development efforts, as well as the continuing role of the federal Community Development Block Grant program. Cr 3.

CPD 660 Introduction to Community Planning

This course will examine the methods and techniques of preparing small-area and community land use plans, with particular emphasis on rural and small town planning incorporating housing, transportation, development, and resource protection. Techniques for preparing community resource and problem inventories, population and employment forecasts, assessing land consumption trends, and public involvement also will be covered. Cr 3.

CPD 661 Land Use Control and Zoning

This course will cover the procedures and practices employed in the implementation of land use plans, programs, and policies, including zoning, subdivision regulations, site plan review procedures, and official mapping. The course covers the use of nonregulatory methods of implementation such as tax incentives, capital planning and budgeting, special assessment districts, and tax increment financing. Cr 3.

CPD 664 Principles of Town Design

This course addresses a range of community design and site design issues at the local level. It requires a student to become familiar with literature on town design, conduct field observations and measurements, perform limited land use ordinance research, communicate design observations and ideas in writing, through drawing, by using photographs, newspaper research, as well as in class discussions. Cr 3.

CPD 665 Transportation Planning

The basic elements of transportation planning and engineering and the relationship between transportation planning and land use will be examined throughout this course. Cr 3.

CPD 667 Housing and Real Estate

This course provides an introduction to major economic, social, and historical factors affecting the development of the housing marketplace and the interplay between these factors and land use planning. Cr 3.

CPD 668 Local Environmental Planning

An in-depth look at several contemporary environmental protection issues and planning responses pursued by local governments and their community-based partners. Selected scientific and technical aspects of environmental protection are introduced for laypersons, with a focus on landscape ecology and water quality issues and their other applications to biodiversity, watersheds, and growth management. Cr 3.

CPD 669 Historic Preservation through Growth Management

This course examines the policy foundations for

preservation of historic landmarks, buildings, districts, and other cultural resources, including elements of preservation planning for rural and urban areas. It also provides students the opportunity to identify and evaluate historic, cultural, and natural resources in the comprehensive planning process. Cr 3.

CPD 670 Growth Management Workshop
Growth Management refers to the legal and political arrangements through which state, local, and regional governments share authority and responsibilities for shaping overall patterns of development. This course provides background on the history, principles, and track record of growth management in the United States. Through a semester-long workshop format, students will have hands-on opportunities to learn how state and local governments in Maine interact under Maine's Growth Management Program. Prerequisites: CPD 660 and CPD 661 or CPD 664. Cr 3.

CPD 695 Independent Study Cr 3.

CPD 696 Field Experience
Internship in a planning or development agency. Students without significant professional experience in the planning or development field will complete a field experience. Students should consult their advisor or the program chair early in their career to assess the need for a field experience and identify suitable options for filling this requirement. Students with sufficient professional experience (generally six months or more in a responsible position in a planning or development agency) may have this requirement waived but must take an additional elective. Cr 0.

CPD 699 Studio/Capstone
Students will complete individual capstone research or planning projects that will provide the opportunity to integrate material from throughout the curriculum. The capstone element is similar to the existing requirement in PPM. Cr 3.

Cross-Listed Courses

For cross-listed course descriptions, please see the respective departmental listings.
American and New England Studies

ANE	612	Documenting America: Ethnography and Oral History
ANE	638	Reading the Cultural Landscape
ANE	641	Environment and Culture

School of Law
(Contact the Law School directly for law course descriptions.)

LAW	616	State and Local Government	3
LAW	618	Health Care Law	3
LAW	633	Natural Resources Law	3
LAW	635	Land Use and Growth Policy	3
LAW	637	Environmental Law	3
LAW	658	Ocean Law	3
LAW	684	Alternative Dispute Resolution	2
LAW	687	Coastal Zone Law	3
LAW	689	Environmental Law Clinic	3

Master of Science in Health Policy and Management

The master of science in health policy and management program offers a competency-based curriculum designed to prepare students for a rapidly changing health policy and management environment that is characterized by increasing emphasis on outpatient care and population health, a constantly changing reimbursement and regulatory environment, and performance-based management and decision making.

The master's degree in health policy and management is offered to both full- and part-time students. Applicants with experience in health services delivery, management and/or policy will find that the program broadens their skills and equips them to meet the challenges posed by the ever-changing health care environment. Students without such experience will find the field experience and opportunities for hands-on research an excellent preparation for a career in health policy and management.

The program has been accredited by the Commission on Accreditation of Healthcare Management Education.

Program Requirements

Forty-seven credits of coursework are required to complete the master's in health policy and management. Coursework is characterized by both individual and group assignments designed to build skills and to integrate learning across the curriculum. In addition to course content, writing and communication skills are developed throughout the curriculum. Organizing and presenting material orally to students and

faculty is a performance requirement in several courses, as are writing assignments of increasing complexity. Competencies are also developed in financial management, population health, and quantitative research skills.

The Core Curriculum

At the center of the curriculum is a required core of study providing a foundation of knowledge and skills for effective performance in health policy and management. The core curriculum, which is required of all HPM students, consists of 30 credits, including courses in statistics, economics, health economics, community health, health politics, health care finance, health care management, health law, health information management, and the American healthcare system.

An additional 12 credits of electives are required. A field experience and a capstone project complete the 47-credit curriculum.

Core Curriculum			*Credits*
AMS	545	Applied Biostatistical Analysis	3
HPM	570	The American Health Care System	3
HPM	574	Community Health and Medical Care	3
HPM	636	Health Information Management	3
HPM	671	Economic Issues in Health Care	3
HPM	672	Politics of Health Policy	3
HPM	673	Fundamentals of Health Care Management	3
HPM	675	Health Care Finance	3
HPM	676	Health Care Planning and Marketing	3
HPM	678	Health Law	3
			30

Electives: Students must take 12 credits of electives, at least 9 of which are chosen from the following:

AMS	535	Introduction to Epidemiologic Research (P)
HPM	679	Research Seminar in Health Care Policy (P)
HPM	681	Quality and Outcomes of Health Care (MP)
HPM	682	Social and Behavioral Foundations for Public Health (MP)
PPM	602	Research Design (P)
PPM	603	Applied Research Methods (P)
PPM	604	Evaluation Methods (P)
PPM	624	Gender, Race, Politics, and Public Policy (M)
PPM	626	Public Policy and Children (P)
PPM	630	Organizational Dynamics (M)
PPM	632	Human Resource Management in Public and Nonprofit Organizations (M)

M=recommended for students with an interest in management
P=recommended for students with an interest in policy

Other courses:	
Field Experience	2
Capstone	3
Total	47

Field Experience

Each student is required to demonstrate proficiency in the skills learned in the program in one of two ways. Students with substantial work experience in a health care setting have the option of a two-credit independent study that focuses on a topic related to their current or recent work experience. For students with limited experience, or for those interested in broadening their experience, a two-credit field experience is required in a participating health care organization under the direction of an approved preceptor. Either of these options is available to students who have earned at least 24 credits in the HPM program.

Capstone Project

The capstone project is undertaken by students working independently under faculty supervision. The capstone project requires the student to integrate knowledge and skills acquired in the HPM program, and to demonstrate competence in their application to a specific topic in health policy or management. The project may take many forms, including a policy or management research project, the development

of a strategic plan for a health care organization, an organizational or human resource analysis, or a financial study, among others. The precise form will be determined by the student in consultation with his or her capstone advisor.

Concentration in Public Health

The concentration in public health further emphasizes public health competencies in epidemiology, biostatistics, community health, evaluation, social health as well as management, all within a public policy context. In addition to the core courses, the concentration specifies the completion of AMS 535, PPM 604, and HPM 682, plus one additional course from the elective list. Students are also required to complete their field experience and capstone project in an area of public health.

Research Opportunities

The Muskie School's Institute for Health Policy has become, over the past decade, a nationally recognized and funded center for health policy and services research. All core faculty in the health policy and management program have joint appointments in the Institute for Health Policy. In addition to state-level health policy and services research in Maine (with substantial collaboration with governmental and other organizations throughout the state), the Muskie School has a growing national research agenda.

The HPM Program will utilize extensive research, demonstration, and technical assistance activities and projects underway within the Institute for Health Policy to provide practical, hands-on research and/or management experience for five to ten HPM students each year. These experiences may include paid graduate or research assistantships working with the Institute's faculty and staff, and internship and field experiences. HPM students will also have the opportunity to access the Institute's extensive databases for capstone and other projects.

AMS 535 Introduction to Epidemiologic Research

This course is intended to give students a basic foundation in principles for the conduct and interpretation of population-based studies of the distribution, etiology, and control of disease. Topics will include randomized experiments, non-randomized cohort studies, case-control studies, cross-sectional and ecological studies, causal inference, source of bias, and measures of effect. Recent publications from the epidemiologic and general medical literature will be used to illustrate the application of the concepts to specific epidemiologic issues.   Cr 3.

AMS 545 Applied Biostatistical Analysis

This course is intended to give students a working understanding of the major types of biostatistical analysis used in laboratory sciences, clinical research, and public health. Topics will include estimation, descriptive statistics, hypothesis testing, crosstabulations and stratified analysis, life tables, multiple regression, and logistic regression. The course is designed primarily for students with little formal training in biostatistics, but may also prove valuable to other students who desire a course providing an integrated approach to diverse biostatistical techniques within an applied framework. Students will learn to manipulate datasets, analyze them, and interpret the results using the SAS software package.   Cr 3.

HPM 570 The American Healthcare System

Introduces students to the organization and financing of the American health care system and the dynamic changes that are occurring as a result of market-based and policy forces. The course develops an understanding of the key elements of the system and the relationship among consumers and purchasers, providers (including the new organizational arrangements of providers and insurers), and the regulatory and policy environment in which the system functions. Students will explore the underlying political, policy, and market forces that are affecting the health care system and will examine the implications of these trends for federal and state-level policy and health system reform efforts.   Cr 3.

HPM 574 Community Health and Medical Care

This course investigates the relationship between the health care system and health. Areas of study include definitions and indicators of health and its relationship to medical care; epidemiology; the determinants of health; prevention; and public health and vulnerable populations. Current models of community-based health needs assessment using primary and secondary data are used by students to assess the needs of vulnerable populations in Maine.   Cr 3.

HPM 636 Health Information Management

This course addresses the uses of health information by managers. With an emphasis on the strategic management that depends on timely, accurate information, the course inventories the numerous systems (patient record, finance, scheduling, laboratory, pharmacy, etc.) within the health care system that generate such information, with current examples

from southern Maine organizations. The course also addresses data security, the procurement of information systems, and the use of health information technology for process improvement.　　　　Cr 3.

HPM 671 Economic Issues in Health Care
Introduces students to the critical, contemporary issues in health economics and current problems and choices in the financing of health care, including physician and hospital services, mental health, and long-term care. The evolution of the current financing systems, including market and regulatory strategies, is discussed. The course also covers health care reimbursement as a specialized topic in health care finance.　　　　Cr 3.

HPM 672 Politics of Health Policy
Acquaints the student with the following factors influencing health policy: ethical values as expressed through theories of distributive justice; politics, including political parties, congressional committees, and interest groups; and public opinion, as expressed through news media and opinion polls. Also analyzes examples of both state and national health care legislation and the influences exerted upon them by these factors.　　　　Cr 3.

HPM 673 Fundamentals of Health Care Management
This course examines the application of organizational and management theory to health care organizations. Specific topics around leadership include management ethics, the use (and misuse) of power, effective motivation, teaming, and communication. Human resources management in health care organizations is a major area of concentration as is measuring and monitoring performance. Additional topics include change management, organizational design, and strategic alliances in health care.　Cr 3.

HPM 675 Health Care Finance
This course begins with an overview of the key accounting practices and financial statements for any health care organization and the use of these reports to evaluate an organizations' financial performance. Managerial accounting topics include current asset management and financing, cost analysis and allocation, pricing, as well as budgeting. Alternative reimbursement arrangements and their management implications are reviewed, including public and commercial payers as well as prospective and retrospective approaches. Capital budgeting and long-term finance, decision making, as impacted by time value analysis, risk and return requirements, and cost of capital are addressed.　　　　Cr 3.

HPM 676 Health Care Planning and Marketing
This course examines concepts in strategic planning and marketing of health services. Topics include environmental analysis, service area and market definition, medical staff analysis, competitor identification and analysis, market research, medical staff analysis, and product and service specific markets and marketing strategies.　　　　Cr 3.

HPM 678 Health Law
This course explores legal issues that permeate the health care system, addressing: (i) the sources of applicable law affecting health care; (ii) the tensions between conflicting goals, expectations, ethical obligations, and rights and duties of various participants in the system (such as patients, providers, payors, purchasers, and different levels of government); and (iii) specific legal issues, with an emphasis on governmental regulation of health care delivery and payment. The course examines the development and implementation of the law affecting the health care delivery system, understood as the result of advocacy in various forums by parties with differing interests. Topics covered include: the regulatory licensing, certification, and credentialing, as well as indirect regulation through requirements for reimbursement and tax-exemption; client/patient rights issues such as consent, confidentiality, and health care decision making; government oversight of competition, including antitrust enforcement, insurance regulation, and other mechanisms; issues in public health, and governmental strategies to promote access to health care.　　　　Cr 3.

HPM 679 Research Seminar in Health Care Policy
Provides students "hands-on" experience in conducting a health policy analysis project. The course is designed to develop students' abilities to think critically about health policy problems and issues and to perform policy research and analysis. The course provides students the opportunity to apply, integrate, and refine analytic skills acquired in core courses and in the health policy sequence. Students work as a group to conduct an analysis of a policy problem/issue. Class sessions are devoted to special topics and assignments, both methodological and substantive, related to the research project. Prerequisite: HPM 670 or permission of instructor.　　　　Cr 3.

HPM 681 Quality and Outcomes of Health Care
This survey course provides an overview of health care quality and outcomes. It covers a conceptual framework for describing and studying quality and outcomes, commonly used measurement and monitoring systems, key agencies and organizations, and policy and technical issues related to quality improvement and outcome measurement. The course focuses on several recent developments in the field: the focus on outcomes rather than process, including the patient's perspective, measuring quality and outcomes among populations of managed care enrollees, and using risk adjustment to "level the playing field" when comparing quality outcomes across providers. Prerequisites: HPM 670 and AMS 545 or permission of instructor.　　Cr 3.

HPM 682 Social and Behavioral Foundations for Public Health
This course provides an overview of the evolution of theory, frameworks, and approaches to population-based social and behavioral health services as

well as practical applications of current approaches to program design, implementation, and evaluation.

HPM 695 Independent Study   Cr 3.

HPM 696 Field Experience   Cr 2.

HPM 699 Capstone Project   Cr 3.

Master of Public Policy and Management

Since 1984, the public policy and management (PPM) program has offered a master's degree in public policy and management for both full- and part-time students. The program received national accreditation in 1994 from the National Association of Schools of Public Affairs and Administration (NASPAA), Washington, D.C. and was reaccredited by NASPAA in 2002.

A master's degree in public policy and management prepares individuals for careers in government, nonprofit organizations, and the private sector. Over time some graduates will become local and state policy leaders in such fields as planning, social and health services, court administration, education, business regulation, and legislation. They will work as agency directors, town and city managers, and policy analysts. Others will work in management and consulting firms, regional planning offices, institutions of basic and higher education, and some will be elected officials.

Job opportunities for graduates are not limited to nonprofit organizations and government. Some students will find work in major corporations, banks, and the private sector in the areas of strategic planning, personnel management, government relations, finance, research, and corporate philanthropy.

Applicants with prior public service experience will significantly broaden their skills and abilities, enabling them to assume increased responsibilities. Students without public experience will find the combination of formal training and practical experience ideal preparation for public service.

The program provides each student with a strong multidisciplinary foundation of skills and knowledge and the opportunity to apply them to contemporary issues of public concern.

Program Requirements

A total of 42 credits is required to earn the master's degree in public policy and management. A core curriculum of 21 credits assures an understanding of basic principles of political science, management, economics, law, public finance, and the use of microcomputers and statistics.

Following the core courses, students elect one of two tracks of study: *policy analysis* or *public management*. Each track requires a combination of required and elective courses totaling 9 credits.

Students who specialize in policy analysis examine the role of analysis in public policy making, and are taught the methods typically employed by analysts. The curriculum provides students with numerous opportunities to apply developing skills to real decision-making situations.

The track in public management allows the student to focus on either organizational or financial aspects of public management. Organizational management provides the student a greater understanding of how organizations and people work in the public sector, and the skills to improve the management of public and nonprofit organizations. Financial management builds skills in accounting, economics, and the financial management of public agencies and governments. Special attention is offered to the financial management problems confronting local governments.

After the core and track courses, students have six credits of electives to be used in any manner. Typically, a student will either take an additional course in a track, or courses toward a certificate of graduate study.

The Core Curriculum

At the center of the curriculum is a core of study in policy analysis and public management, providing a foundation of knowledge and skills for effective performance in public policy and management.

The core of study includes a course which integrates politics, management, and policy making, as well as courses which approach the study of public policy from the perspectives of economics, law, and ethics, and courses in the theory and techniques of computing, statistics, research design, and public finance and budgeting.

PPM	601	Applied Statistics for Public Policy and Management	3
PPM	602	Research Design	3
PPM	610	Foundations of Public Policy and Management	3
PPM	611	Economics and Public Policy	3
PPM	613	Law and Public Policy	3
PPM	615	Foundations for Public Service and Management	3
PPM	640	Public Finance and Budgeting	3

Tracks of Study

After completion of the core courses, students select a nine-credit track of study in either policy analysis or public management. The tracks are designed to provide more depth of knowledge in one of the two primary curriculum areas. Each track requires one or two courses, with the additional six or nine credits selected from a range of designated courses which may change over time as student interests and program initiatives vary.

Policy Analysis Track

Required Course

PPM	620	Introduction to Policy Analysis

Select three credits

PPM	603	Applied Research Methods
PPM	604	Evaluation Methods
PPM	622	Applied Policy Analysis

Select an additional three credits from above courses or from the following

CPD	622	Introduction to ArcView
PPM	551	Public Policy Dispute Resolution
PPM	619	Communication Skills for Public Managers
PPM	623	Risk and Public Policy
PPM	624	Gender, Race, Politics, and Public Policy
PPM	625	Hate Crimes in America: Public Policy Implications
PPM	626	Public Policy and Children
PPM	629	Policy Analysis Practicum
PPM	633	Strategic Planning in the Public and Nonprofit Sectors
PPM	642	Seminar in Financial Analysis
PPM	650	State and Regional Economic Development
PPM	651	Government-Business Relations
PPM	652	Community Economic Development
PPM	666	Environmental Policy

Public Management Track

Organizational Management

Required Course

PPM	630	Organizational Dynamics

Select an additional three credits

PPM	604	Evaluation Methods
PPM	632	Human Resource Management in Public and Nonprofit Organizations
PPM	633	Strategic Planning in the Public and Nonprofit Sectors
PPM	636	Management Information Systems in the Public and Nonprofit Sectors
PPM	641	Budgeting and Accounting for Public and Nonprofit Managers

Select an additional three credits

PPM	619	Communication Skills for Public Managers
PPM	622	Applied Policy Analysis
PPM	635	Managing in the Nonprofit Sector
PPM	637	Intergovernmental Relations
PPM	638	Foundations and the Philanthropy Process
PPM	639	Topics in Public Policy and Management
PPM	645	Grant Writing and Financial Management in the Nonprofit Organization
PPM	651	Government-Business Relations

Financial Management

Required Course

PPM	641	Budgeting and Accounting for Public and Nonprofit Managers

Select an additional six credits

CPD	656	Principles of Development Finance
HPM	675	Health Care Finance
LAW	616	State and Local Government
PPM	600	Computer Applications for Public Policy and Management (1 cr.)
PPM	603	Applied Research Methods
PPM	630	Organizational Dynamics
PPM	634	Managing the American City
PPM	638	Foundations and the Philanthropy Process
PPM	642	Seminar in Financial Analysis
PPM	645	Grant Writing and Financial Management in the Nonprofit Organization
PPM	649	Applied Research in Finance
PPM	650	State and Regional Economic Development
PPM	652	Community Economic Development

Beyond the core and track requirements, students take six credits of electives of their choice which may include further courses from the tracks, the beginnings of a certificate, or other combination of courses.

Field Experience

A three-credit field experience is required for preservice students with little or no prior experience in public or nonprofit organizations. Faculty and staff work with managers and policy makers throughout the region to develop meaningful opportunities. Incoming students will be screened by the Admissions Committee as to whether a field experience is required. If the Admissions Committee recommends that a field experience is not required, the student and the Academic Standing Committee will be notified and the student will be given the opportunity to formally petition for a waiver of the field experience requirement from Academic Standing. In no case shall field experience be waived except by approval of a petition submitted by a student to the Academic Standing Committee. *A waiver of the field experience requirement does not reduce the number of credits otherwise required to receive the degree.*

Capstone Project

A three-credit capstone project is required for all students. The capstone project experience is intended to integrate learnings from all program courses, and should be taken in the final year of study, just prior to graduation.

PPM 600 Computer Applications for Public Policy and Management

Designed for students with little or no background in spreadsheet applications, the course focuses on the acquisition and refinement of basic desktop analysis skills using a spreadsheet program and the statistical software Systat™. Cr 1.

PPM 601 Applied Statistics for Public Policy and Management

Introduces students to a variety of analytical approaches to studying management and policy questions. The course concentrates on the acquisition of skills that will enable the student to choose and apply statistical methodology appropriately, and to evaluate critically work done by others. Topics include tabular and visual displays of data; data analysis including central tendency, dispersion, measures of association and linear regression; and the use of a statistics software package. Cr 3.

PPM 602 Research Design

Focuses on social research as it applies to policy and organizational analysis. Emphasis is on the employment of the scientific method. Basic dimensions of social science inquiry are covered: philosophy of science, research ethics, processes of theory construction, hypothesis testing, validity and reliability issues of measurement, and methods of data collection. Includes survey of applied social research techniques. Course materials are specifically designed to illustrate the particular research problem faced by policy analysts and public/nonprofit managers. Prerequisite: PPM 601. Cr 3.

PPM 603A Applied Research Methods: Introduction to Survey Research

Introduces students to the practice of survey research. Students will work individually and in teams to design survey samples, develop survey instruments, and analyze survey data. The emphasis

will be on learning the theoretical and practical applications of survey research in planning and policy settings. Prerequisite: familiarity with spreadsheet use. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel.　　　　　　　Cr 1.

PPM 603B Applied Research Methods: Introduction of Forecasting Using Regression Analysis

Introduces students to forecasting using regression analysis. Students will work individually and in teams to conduct a series of forecasting projects using autoregressive, multiple regression, and mixed models. The emphasis will be on learning the theoretical and practical applications of regression analysis and introducing the problems of forecasting. Prerequisite: familiarity with spreadsheet use. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel.　　　　Cr 1.

PPM 603C Applied Research Methods: Applied Cost-Benefit Analysis

Provides an opportunity to learn how to conduct cost-benefit analysis. Students will work individually and in teams to analyze the quantitative and qualitative issues involved in measuring and forecasting costs and benefits and in preparing analysis for decision makers. The emphasis will be on learning the practical issues involved in conducting cost-benefit analysis. It is assumed that students will be familiar with the underlying economic theory, either from an economics course or from the text. Prerequisite: familiarity with spreadsheet use. The course will use Microsoft Excel for the analytical exercises. Students may use another spreadsheet or statistics package, but instruction will focus on Excel.　Cr 1.

PPM 603D Applied Research Methods: Introduction to Economic Impact Analysis

Introduces students to the practice of economic impact analysis, with a primary focus on the estimation of secondary and induced impacts from the construction and operation of new facilities such as office buildings, highways, power plants, etc. The focus of the course is on the basic theoretical approaches to regional economic impacts and the application of widely used economic impact analysis models. This course will require students to access and run economic analysis software.　Cr 1.

PPM 603F Applied Research Methods: Introduction to Correlation and Regression Methods

Provides an introduction to explanatory data modeling using correlation analysis and linear regression. The course may be taken to obtain an initial introduction to these topics or as a refresher for students with some previous exposure to correlation and regression analysis. The course emphasizes application to real world policy, planning, and management issues.　　　　　　　　　　　　Cr 1.

PPM 603G Applied Research Methods: Hands-on Multiple Regression

A computer lab-based course that extends and refines the student's understanding of basic regression analysis. Using data supplied by the instructor, students build models to practice regression methods, to see how violations of regression assumptions affect model parameters, and to learn to diagnose problems, evaluate impact, and take remedial action where indicated.　　　　　　　　　Cr 1.

PPM 604 Evaluation Methods

Introduces students to the methods and techniques used to assess effectiveness and monitor the performance of programs, whether provided directly by government agency or under contract. Specific attention is given to problem formulation, determination of evaluation or assessment plan, conducting the research, and presenting results for the intended audiences. Information gathering through surveys and interviews as well as statistical analysis of data are emphasized. Evaluating research done by others and the RFP process of obtaining evaluators is covered. Prerequisites: PPM 601 and PPM 602.　Cr 3.

PPM 605 Advanced Research Methods

Provides an in-depth examination of multivariate statistical techniques used in public policy research. Topics include regression, principal components analysis, factor analysis, canonical correlation, discriminate analysis, and time series analysis. Prerequisites: PPM 601, PPM 602, and PPM 603 or permission of the instructor.　　　　　　Cr 3.

PPM 610 Foundations of Public Policy and Management

Examines the relationship between the political process, policy-making, and public management. Topics include policy formulation, adoption, implementation, and evaluation. Specific attention is given to the ways that key political variables (public opinion, elections, parties, interest groups, and leadership styles) influence public policy; the role of policy analysis in government; contemporary issues of public policy; and how public bureaucracies implement policy through planning, organizing, and other administrative processes.　　　　Cr 3.

PPM 611 Economics and Public Policy

Introduces students to fundamental economic concepts and illustrates their application in a wide range of public policy problems. The central theme is the usefulness and limitations of economic analysis in the public policy formation and evaluation process. Particular attention is paid to the theory of consumer behavior, markets and market processes, the nature and causes of market failure and strategies, and models for government intervention. Application exercises and case materials are drawn from a variety of substantive policy areas such as the agricultural price support system and government transfer programs. Previous background in economics, especially microeconomic theory, is most helpful.　Cr 3.

PPM 613 Law and Public Policy

Introduces the student to legal analysis and emphasizes the role of the law in the choices faced by public policy makers. Students will examine materials ranging from constitutional provisions to statutes, regulations, and case decisions. The course will consider social values and custom; how these factors limit and shape the law and then directly or indirectly shape the options of policy makers. The course provides an introduction to the fundamentals of legal research and insight into judicial and administrative processes. There is some exposure to substantive law particularly in the areas of jurisprudence, constitutional law, procedure, and administrative law. Cr 3.

PPM 615 Foundations for Public Service and Management

An examination of issues and approaches in the management of the human organization. Topics include classic and modern theories of management; understanding individual, interpersonal, and group behavior; leadership and power; organizational structure and culture; and managing change. Throughout the course special attention is given to issues affecting management in the public sector and to the ethical aspects of management. Cr 3.

PPM 619 Communication Skills for Public Managers

The course focuses on professional communication skills (oral, written, and graphic) required in public organizations. Students will become familiar with types and styles of public speaking and writing, and the techniques and tools for developing professional presentations, as well as a greater understanding of communication theories. The course incorporates a variety of learning experiences, including in-class exercises to develop technical writing skills, individual and group presentations, case studies, and presentations by guest speakers. Cr 3.

PPM 620 Introduction to Policy Analysis

An introduction to the role of policy analysis in the development of public policy designed for students entering the policy analysis and planning track. Students are introduced to historical and scientific methods of policy analysis through the use of case studies. Prerequisites: PPM 601 and PPM 602. Cr 3.

PPM 622 Applied Policy Analysis

Designed as an integrative course that will reinforce other analysis courses. Introduces students formally to the application of policy analysis to public sector problems and issues. The course will be case-based, with substantive material introduced to provide more detail and food for discussion for the cases. Prerequisite: PPM 610. Cr 3.

PPM 623 Risk and Public Policy

Introduces students to varied models for the conceptualization and management of risk. Emphasis is given to analytic frameworks and findings on how individuals and communities respond to risk information bearing on health. Ethical issues and responsibilities in risk management will also be considered. Draws on multiple perspectives, including medical, social, environmental, and political sciences. Cr 3.

PPM 624 Gender, Race, Politics, and Public Policy

A gender-informed approach to racial analysis, practice, and activism. Purpose of seminar is to develop a framework for relating gender to other systems of inequality and to apply this framework to a critical rethinking of policy and planning in spheres such as employment, the environment, housing, and community development. Cr 3.

PPM 625 Hate Crimes in America: Public Policy Implications

Explores the problem of hate crimes from the perspective of policy makers in government, law enforcement, education, and health care. Examines a number of discrete and frequently controversial issues arising from hate crimes, including: the need for and effectiveness of hate crime laws, who commits hate crimes and why, and the impact of hate crimes on victims and their communities. Cr 3.

PPM 626 Public Policy and Children

Explores policies affecting the well-being of children including early education and care, home visiting, child welfare, juvenile justice, child health care, and welfare reform. Discussion within each category of child social policy will examine the history of the policy, recent legislation, interesting aspects of the policy, and possible future developments. Assignments involve the development of practical skills including producing fact sheets, testimony, and policy analysis. Cr 3.

PPM 627 Child and Family Policy and Law

This course examines the legal issues affecting children and families and the policy implications of these issues. The course will give students a basic understanding of the law (statutory and case law) as it relates to children and families and how policy decisions are made and analyzed within that context. The course will emphasize the laws, cases, and policies from the viewpoint of children and families and will examine how policymakers can affect children and families both positively and negatively. Cr 3.

PPM 629 Policy Analysis Practicum

Provides an intensive, one-semester, client-directed experience in which students work as a team under the direction of faculty on problems and issues of current concern. Cr 3.

PPM 630 Organizational Dynamics

Examines the basic processes that determine how organizations set goals, structure themselves, measure performance, adapt to their environment, manage change and internal conflict, and make decisions. Emphasis is given to techniques of analysis that can

be used to understand and manage these various organizational functions. Prerequisite: PPM 610. Cr 3.

PPM 631 Measuring Performance in the Public and Nonprofit Sectors

This course is an introduction to performance measurement and other related activities such as strategic planning and benchmarking. Students who complete the course will be prepared to develop basic performance indicators for public and nonprofit agencies in a variety of policy and management arenas. Specific attention is given to reviewing a variety of performance indicator systems currently in use or under development in Maine and elsewhere. Readings, interactive lectures, guided Internet research, class work, and graded assignments will be designed to help students understand how to do performance measurement and will provide students with practice conceptualizing and developing measures. An emphasis will be placed on "hands-on" learning so that students gain confidence in using measurement techniques and learn how to apply practical measurement strategies in real world settings. Cr 3.

PPM 632 Human Resource Management in Public and Nonprofit Organizations

Introduces basic conceptual frameworks, techniques of analysis, and contemporary issues in human resource management in the public and nonprofit sectors. Topics include: motivation, satisfaction, and the worker; fairness and representation in the workplace; systems approaches to work analysis; labor and productivity measurement; analyzing work and identifying competence; recruitment, screening, and selection; performance appraisal; strategies of human productivity improvement; programmatic alternatives for human resource management; and integrating human resource management into the organization. Cr 3.

PPM 633 Strategic Planning in the Public and Nonprofit Sectors

Examines how public organizations can utilize strategic planning in responding to environmental change and the future. Approaches to and techniques of strategic planning are covered, including goal-setting, environmental scanning, resource audits, and the formulation of strategy and its implementation. Examples are drawn from Maine state and local government and the nonprofit sector. Cr 3.

PPM 635 Managing in the Nonprofit Sector

An examination of the managerial dimensions of nonprofit organizations. Major foci include the nonprofit environment, organizational roles and processes, interagency relationships, and problems of change and adaptability. Specific attention is given to current issues in nonprofit management such as strategic planning, board/staff relationships, computerization of the workplace, fund raising, and volunteer development. Cr 3.

PPM 636 Management Information Systems in the Public and Nonprofit Sectors

Designed to give those who work in the public and nonprofit sectors the knowledge and skills they need to understand the underlying principles and theories of management information systems and the roles which they play in public and nonprofit organizations. Students will participate in the design, implementation, and evaluation of information systems in their organizations, and become conversant with key issues and problems in contemporary public policy and law relative to information policy and telecommunications. Cr 3.

PPM 637 Intergovernmental Relations

This course analyzes the revolutionary changes taking place in traditional relationships among the federal, state, and local levels of government. Topics include: how traditional intergovernmental approaches are changing and what those changes mean for the future of government; what innovative policies and methods federal, state, and local governments are using to make policy and deliver services in an era of declining resources; and how governments are using mandates to enforce policy decisions at other levels of government. Special attention will be given to Maine state and local governments as well as national trends and perspectives. Cr 3.

PPM 638 Foundations and the Philanthropy Process

This course examines the intricate and sometimes secretive composition and dynamics of the foundation universe found in the U.S. today generally, and in Maine specifically. Central questions to this course of study are: what are foundations' guiding principles and why do they act as they do? This seminar-based course will be offered to students with two goals in mind: total immersion in the elements of the foundation world and practical and theoretical exposure to foundation grant/project approval procedures. Cr 3.

PPM 639 Topics in Public Policy and Management

Selected topics in public management determined from time to time. Cr 3.

PPM 640 Public Finance and Budgeting

Provides students with both a theoretical and practical introduction to the debates, tradeoffs and implications of budgeting for public services and securing financing for their provision. Examines essential public finance theory as it relates to revenue raising and resource allocation decision making by the public sector. Specific topics include market failure and government economic intervention, public revenue sources, characteristics of high quality revenue systems, budget review and analysis, and budget development and presentation using Quattro. Prerequisite: PPM 601. Cr 3.

PPM 641 Budgeting and Accounting for Public and Nonprofit Managers

Examines the finance function in public organizations as it operates during the fiscal year and in the longer range setting. Topics include government fund accounting, internal resource analysis and management, including cash management, risk management, purchasing and capacity management, capital planning and programming, and debt financing and management. Prerequisite: PPM 640 or EDU 683. Cr 3.

PPM 642 Seminar in Financial Analysis

Examines a selected number of public financial management topics in depth. Students enrolled in the course participate in a research project with significant public policy or management implications. The central course coverage focuses on the financial analysis of governments, including the evaluation and management of financial condition. Other topics will vary slightly each semester. The course is offered to correspond to the research focus selected. Prerequisite: PPM 641. Cr 3.

PPM 645 Grant Writing and Financial Management in the Nonprofit Organization

Concentrates on the process of securing the resources to support effective nonprofit projects. The goal of the course is to prepare students to identify sources of funding, to write proposals that will attract grant awards, and to develop an understanding of what it takes to build an organization that foundations, public entities, and individual donors are confident in supporting. The course will begin with an examination of current trends in this post-industrial economy in which money is available to the voluntary and private sector. It will also focus on the importance of understanding the "ways of money" and knowing how to develop and administer a budget that will inspire trust in the organization's reputation for effectively managing its programs and its fiscal resources. Cr 3.

PPM 649 Applied Research in Finance

Provides an intensive client-directed experience in which students work individually or in groups investigating an important finance policy issue or exploring a municipal financial management concern. Prerequisite: PPM 640. Cr 3.

PPM 650 State and Regional Economic Development

This course surveys basic regional economic concepts, economic impact analysis, and economic modeling. Students work extensively with economic data for Maine and other states. Cr 3.

PPM 651 Government-Business Relations

This course will examine government regulation of business (including basic elements of competition policy, the regulation of transportation and utilities, and environmental regulation) and basic elements of economic development policies (financing, business development assistance, research and development, location subsidies, etc.). The course also will emphasize understanding of public issues from the perspective of both public and private sectors. Cr 3.

PPM 652 Community Economic Development

This course will examine the origins and principles of community economic development, including strategies, the involvement of affected citizens, and development of a framework to evaluate community economic development programs. The course also will provide particular reference to federal community development policies. Cr 3.

PPM 666 Environmental Policy

A seminar on environmental issues in Maine, New England, and the nation. Topics may include air quality, water quality, toxic and hazardous waste management, solid waste management, wildlife habitat, landscape degradation. Federal, state, and local roles in reconciling natural resource threats, economic growth, property rights, and the public interest will be explored. Cr 3.

PPM 666 Environmental Policy

A seminar on environmental issues in Maine, New England, and the nation. Topics may include air quality, water quality, toxic and hazardous waste management, solid waste management, wildlife habitat, landscape degradation. Federal, state, and local roles in reconciling natural resource threats, economic growth, property rights, and the public interest will be explored. Cr 3.

PPM 692 Working Efficiently in Small Groups

This course identifies basic concepts, ideas, and practical strategies that are necessary for any manager if he or she is a member or creator of a committee, team, task force, or any other kind of activity involving collaborative group work. The course identifies the necessary conditions for teams to be effective with a focus on performance. Students learn about and practice what is necessary to create effective work teams, to be a productive member of a work team, to lead or manage a work team, and to identify how to keep teams accountable. Cr 3.

PPM 695 Independent Study

An independent study is a self-directed learning experience designed to develop a student's ability to plan, organize, research, and report as well as develop specific skills beyond the classroom activity. An independent study must be related to the student's academic program and is approved and monitored by a program faculty member. Independent studies may take the form of either a reading or a special project. Cr 3.

PPM 696 Field Experience

Students without a substantial and relevant work experience in public service are required to complete an internship during the course of their studies. Determination of whether an internship will be required will be made upon admission to the pro-

gram. The internship will be designated to expose the student to the formulation and implementation of public policy in a work setting. It will usually be with a public or nonprofit agency, although internships with private agencies involved in a public policy issue may be accepted. Cr 3.

PPM 699A Capstone Seminar (Group)
The capstone seminar is designed to provide the PPM student with the opportunity to work as a member of a group on a capstone project under faculty supervision. The precise form of the capstone project is determined by the faculty member and may focus on a specific public policy or management issue. The project may take many forms, including a piece of policy research, the development of a strategic plan for a public, nonprofit agency, an organizational or human resource analysis, or a financial study, among

others. The seminar meets on a regular basis throughout the semester. Cr 3.

PPM 699B Capstone Project (Individual)
The capstone project is undertaken by students working independently or in a team, under faculty supervision. The capstone project requires the student to integrate knowledge and skills acquired in the PPM program, and to demonstrate competence in their application to a specific topic in public policy or management. The project may take many forms, including a piece of policy research, the development of a strategic plan for a public nonprofit agency, an organizational or human resource analysis, or a financial study, among others. The precise form will be determined by the student in consultation with his or her capstone advisor. Cr 2.

Ph.D. Program in Public Policy

Program Objectives

The Ph.D. in public policy is designed for those students who are interested in questions surrounding the origins, development, implementation, and analysis of public policy decisions in government and related institutions. The program prepares students to function within a variety of fields while focusing their dissertation research on a specific topic. Students undertake the Ph.D. in order to develop answers to questions about the ways in which policy is formulated and implemented, and to make their own original contribution to the knowledge of these public questions. In pursuing the Ph.D. program, students acquire skills as independent researchers, the ability to interpret and assess the research of others, and the ability to communicate their knowledge to a wide variety of audiences. Those who successfully complete the degree are equipped to bring their knowledge to senior policy and management positions in government, nonprofit agencies, school districts, research organizations, consulting firms, and in college and university faculty and administrative appointments.

Admission

The Ph.D. program in public policy admits students to study *every other year*, beginning in 2003. Students begin study in the fall and are expected to complete the policy core in three semesters.

Admission to the program is highly selective. A small number of applicants will be chosen for admission based on evidence of their capability to undertake studies at the doctoral level, their demonstrated readiness for doctoral studies, the match between the applicant's proposed field of advanced study and faculty research interests, and programmatic capacity. The following sections describe the admission criteria and the application review process. Persons interested in applying to the program are strongly encouraged to talk with the Ph.D. program chair and Muskie School faculty prior to submitting their applications.

Criteria for Admission

The program has the following admission criteria:
1. The applicant's capability to undertake doctoral studies
2. The applicant's demonstrated readiness for doctoral studies
3. Programmatic capacity and the match between applicant and faculty research interests

To be admitted, applicants must demonstrate outstanding potential to be successful in the course work required for doctoral studies and to conduct doctoral-level research appropriate to their policy field of study. Applicants are expected to be outstanding in academic qualifications, standardized examinations, and professional experience. Applicants must also submit a statement of research interests outlining their professional goals and areas of doctoral study. Each applicant's record is

reviewed as a whole; performance which is not outstanding on a single criterion may be compensated for by superior performance on the remaining criteria.

1. The applicant's capability to undertake doctoral studies: Capability to undertake doctoral studies is assessed by review of the applicant's previous academic record, scores on the Graduate Record Examination (GRE), recommendations, and professional experience.

Previous academic record: Applicants must have either a master's degree or a minimum of 30 graduate credits. Master's degrees and/or graduate study in public policy, or related fields such as public administration, planning, political science, or economics are preferred, but degrees in other fields may be presented for evaluation of the extent to which the master's degree program or graduate study prepares the students for doctoral studies in public policy. The applicant's overall academic record should demonstrate a superior level of accomplishment. Successful applicants will have maintained a grade point average (GPA) of 3.3 or higher on a 4.0 scale, or the equivalent in post-baccalaureate studies. An applicant's previous academic record is assessed based on grade point averages, fields of study, analysis of transcripts, and recommendations.

Scores on the Graduate Record Examination (GRE): Applicants must submit official scores for the GRE. Scores must be for tests taken within five years of application deadlines. (The Educational Testing Service, which administers the GRE, does not retain scores after five (5) years from date of testing.) Applicants who present scores of less than 550 on the quantitative portion, less than 550 on the verbal portion, and/or less than 4 on the analytic writing portion of the post-October 2002 GRE, or who present scores of less than 550 on each portion of the pre-October 2002 GRE, should present records of exceptional academic accomplishment.

Recommendations: Three letters of recommendation are required. Applicants must submit at least one recommendation from a person familiar with their academic, scholarly, and/or research interests and performance.

2. The applicant's readiness for doctoral studies: *Professional experience in the proposed field of study:* Applicants must have a minimum of two years of professional-level work experience prior to commencing doctoral study, preferably in the proposed field of study. Normally, professional experience does not include university-sponsored work experience while an undergraduate or graduate student.

Applicants are asked to submit a "statement of research interests" with their University application materials. This statement should address the applicant's motivation and preparedness for doctoral study in public policy and how doctoral studies at the Muskie School of Public Service fit with the student's previous academic record, previous professional experience, and professional goals in light of the mission of the Ph.D. program. The statement will play an important role in assisting the Admissions Committee to determine the applicant's readiness for doctoral studies and the potential match between the applicant's areas of interests and the expertise of the faculty.

In their statement, applicants are asked to respond to the following points:

1. Describe your professional goals and how doctoral study in public policy at the Muskie School will help you achieve them.
2. Describe your professional and/or research experience and how they help prepare you for doctoral study in public policy.
3. In light of your professional goals and the mission of the Ph.D. program, please describe your current research interests and/or the research you would like to pursue as part of doctoral studies in public policy at the Muskie School. This portion of the statement may take a number of forms, including identifying specific questions of public policy that you wish to assess or previous works in a field that have inspired your interests in doctoral studies in public policy. Be as clear and specific as possible about your research interests.

The suggested length for the statement is a maximum of 5-7 pages double spaced, minimum 10 point font.

3. Programmatic capacity and the match between applicant and faculty research interests: There must be a clear match between an applicant's research interests and the capacity of the program to make available faculty who share such interests and who can mentor the doctoral student through his or her research. Applicants with the potential to undertake doctoral study may not be accepted into

the program if the match between the applicant's interests and those of program faculty cannot be assured.

The Muskie School faculty has a broad range of expertise for guiding doctoral studies, which is defined generally by the fields in which the School offers master's degrees. In addition, the School can draw on faculty resources from other schools and colleges of the University of Southern Maine. Applicants who seek to undertake doctoral studies involving fields outside of the Muskie School are strongly encouraged to contact the chair of the doctoral program and faculty in other units of the University prior to submitting applications.

Program capacity also includes the number of students in the program in relation to the number of faculty who can serve as Doctoral Research Committee chairs.

Application Process

To be considered complete, an application must include:

1. A completed application form.
2. Three letters of recommendation. Applicants must submit at least one recommendation from a person familiar with their academic, scholarly, and/or research interests and performance.
3. Official transcript(s) of all previous undergraduate and graduate work.
4. Official scores from the Graduate Record Examination (GRE); scores must be for tests taken within five years of the application deadline.
5. If the applicant's native language is not English and the applicant has not completed a degree program in an accredited North American institution, a score on the Test of English as a Foreign Language (TOFEL) must be submitted. The TOEFL score must be 550 or higher on the paper-based test or 213 or higher on the computer-based test.
6. If departmental financial aid is requested, a statement requesting financial aid and describing the need for aid.
7. A nonrefundable application fee, the amount of which is determined by the University.

Application forms for admission to the program are obtained from and submitted to the USM Office of Graduate Admissions.

Admissions cycle: Applications are accepted for *study beginning in the fall semester only* and are reviewed every *two* years, beginning in 2003.

The deadline for completed application to the program and to be considered for university-funded fellowships and scholarships is February 1. Students may submit materials up to March 15; however, applications received after February 1 will not be given priority for university-funded fellowships and scholarships. The committee will not review applications that remain incomplete after April 15.

Program of Study

Students pursue their Ph.D. studies in four stages:

1. *Core courses in the field of public policy* (18 credit hours). Knowledge and competencies are assessed in the preliminary examination.
2. *Core courses in research methods* (15 credit hours). Knowledge and competencies are assessed in the research methods examination.
3. *Specialized study* (12 credit hours). Courses preparing the student to conduct doctoral research directed toward context, practice, and performance in support of public policy. Knowledge and competencies assessed by successful defense of the dissertation proposal. At this point students are admitted to doctoral candidacy.
4. *Doctoral Research* (12 credit hours minimum). Knowledge and competencies assessed by successful defense of the completed research dissertation.

1. The Policy Core: 18 credits

At the conclusion of this stage of doctoral study, students should demonstrate in the preliminary examination their:

- Understanding of the basic intellectual frameworks and perspectives that are used to analyze and influence policy development and implementation (economics, political science, organizational behavior, sociology, etc.)
- Ability to cross disciplinary boundaries.
- Ability to accurately and appropriately critically evaluate and to apply the theories, perspectives and overall contributions of key thinkers and analysts in the field of public policy.

- Understanding of the tensions between values and knowledge/information utilization in policy development and implementation.
- Ability to analyze complex public policy issues.
- Ability to frame a policy issue and relevant research questions.

Courses in the Policy Core expose students to an overview of the major questions that scholars have asked about public policy and public organizations as well as the substance and process of theory building in the field. Emphasis is on such questions as what is public policy, who makes it, and how is it made, the role of organizations in the shaping of how policy is made and its consequences, and formal exploration of key economic concepts that tend to drive the study of public policy. Heavy emphasis in these courses should be on frequent student "production" in discussions or written assignments.

The six courses in the Policy Core will be offered two each in the fall, spring, and fall semesters of the two-year cycle. All students admitted to the program will be required to take at minimum these Policy Core courses. They will then be expected to take the preliminary examination after the third (fall) semester in their second year. Full-time students may take courses in the Research Core during these first three semesters.

The Policy Core courses are:

PPM	701	Intellectual Foundations of Public Policy
PPM	702	Seminar in Public Policy
PPM	703	Economic Foundations for Public Policy Research (Prerequisite: PPM 611 or equivalent)
PPM	704	Seminar in Public Organization and Management
PPM	705	Seminar in Policy Analysis
PPM	706	Seminar in Policy Research

At the conclusion of the Policy Core, students sit for the preliminary examination (see the Examinations section of this chapter).

2. The Research Core: 15 credits

Courses in the Research Core are designed to provide doctoral students with the study design and the quantitative and qualitative methods used in the policy sciences. Students also will have the opportunity to begin to develop specific skills in those methods they expect to use in their own doctoral research. The goals of the research courses are to provide:

- Fundamental understanding of basic research methods and designs and the appropriate application of these to policy research—quantitative, qualitative, and mixed.
- Ability to apply research methods appropriately and interpret their results.
- Awareness of both the strengths and weaknesses of various methodologies and strategies for making appropriate design choices for different policy settings and research purposes.
- Ability to communicate clearly about complex questions of research methodology and complex issues of public policy.

There are five Research Core courses.

PPM	710	Conduct of Inquiry
PPM	711	Seminar in Quantitative Methods (Prerequisite: PPM 601, HPM 545 or equivalent)
PPM	712	Advanced Quantitative Methods (Multivariate Methods) (Prerequisite: PPM 711)
PPM	713	Qualitative Design and Methods for Policy Research

and

Research Methods Defined by the Student's Committee This course (or courses if one-credit modules) will provide the student with advanced training in research techniques specific to the student's planned area of dissertation research.

With the approval of their Advising Committee, a student may request a course substitution for PPM 712 Advanced Quantitative Methods. A course substitution may be made only for graduate courses in research methodology that are appropriate to the student's proposed research area. The student must specify the content of

the course to be substituted, the faculty who will teach the course, and provide a statement of the competencies in the research methodology that they expect to obtain. The faculty member who teaches the course that will be substituted must also agree to participate in the research examination for the student through preparation of questions and grading of the examination. Requests for a substitution must be made in accordance with the schedule for course waivers.

The Research Methods Examination provides the opportunity for the candidate to demonstrate attainment of the knowledge and competencies covered in the Research Core. All students who have completed PPM 710-713 are expected to take the examination at the first opportunity following completion of the research courses.

3. Specialized Study: 12 credits

At the conclusion of this stage of doctoral study, students should demonstrate in their dissertation proposal their:

- Ability to formulate researchable questions and develop research strategies to address the planned study topic.
- Fundamental understanding of the policy context in which their study is relevant.
- Familiarity with the literature in their chosen substantive area, including an ability within this literature to critically assess ideas in the literature.
- Appropriate grounding in the specific body of knowledge relevant to their planned study including extending their familiarity with theory building and content from the core to a specific area of study.
- Ability to apply research skills appropriate to the chosen area of research including familiarity with the major research methodologies of relevance to their field.

In this stage, each student's study focus becomes individualized. The student defines the precise means of achieving these objectives in consultation with their committee. The student and committee chair are jointly responsible for preparing a plan of study for this period and for working with the committee to approve the plan. Within the 12 specialization credits, one three-credit course will be taken in common with all Ph.D. students.

PPM 720 Dissertation Pro-Seminar This seminar provides an intensive review of the process of preparing to undertake a major research project such as the dissertation. It will cover such topics as literature reviews, evaluation of research methodologies, and preparation of research proposals.

Other elements of the student's individualized plan consisting of nine credits of electives may include:

- Regular courses taken at the Muskie School or, with permission of the student's chair, at other institutions.
- Individualized readings courses, preferably with members of the student's committees.
- Advanced research courses directly appropriate to the student's planned doctoral research. An illustrative array of 1-3-credit courses could include: health services research, epidemiology, logistic regression, cost benefit analysis, program evaluation, forecasting, economic impact analysis.
- Mini-Research projects. These should generally be no more than three credits in length and should focus in particular on data development and analysis preparatory to the dissertation.

Course Scheduling Courses in the Policy Core will be scheduled over three semesters at a rate of two courses per semester during the first two academic years in which a new class of students is admitted. *All students are expected to complete the policy core over these three semesters*. Courses in the Research Core will be offered at least once every two years. The dissertation pro-seminar will be offered at least once every academic year.

Course Waivers A student may request a waiver from a required course in the Ph.D. program based on prior study at the graduate level. The following process will be followed in the case of waiver requests:

1. The student submits a request, with appropriate supporting documentation (e.g. course syllabi, descriptions), to the chair of his/her Advising Committee.

The chair forwards the request with or without endorsement to the chair of the Academic Affairs Committee, with a copy to the chair of the Ph.D. program.

2. The Academic Affairs Committee decides whether to grant the waiver based on the documentation submitted by the student, the advice of the chair of the student's committee, and, upon request of the committee, the advice of faculty who normally teach the course for which a waiver is requested.

3. The decision of the Academic Affairs Committee will be communicated in writing to the student, the chair of the student's advising committee, the chair of the Ph.D. program, and the Office of Student Affairs.

An approved course waiver waives the credit requirement; however, the student remains responsible for demonstrating knowledge of the material covered in the waived courses at the time of their preliminary or research examination.

A student may not waive PPM 720 Dissertation Pro-Seminar, and may not waive the required number of dissertation credits. Course waivers for more than 12 credits of policy or research core courses will not normally be granted.

4. The Doctoral Dissertation

The dissertation is a comprehensive, independent research project that demonstrates the candidate's ability to undertake empirical analysis appropriate to the question they are addressing. It should contribute to knowledge in the field of public policy and provide new information to the theory and empirical knowledge of the subject they are studying and the potential contribution of the research. Finally, the dissertation research should be worthy of presentation at national conferences and publication in policy-relevant journals. The dissertation is orally defended to the committee and the scholarly community at large.

Dissertation Proposal The topic, focus, and quality of the student's doctoral research should be directed toward a significant public policy issue and provide the opportunity to demonstrate that the student can develop a theoretically interesting and researchable question. The dissertation proposal should define the scope of the student's doctoral research, address specific hypotheses, propositions, or research questions to be examined, discuss data collection and analysis procedures, and provide a timeline for the research project. The general form of the dissertation proposal should be essentially the same as a research proposal sent to a funding organization for peer review.

Human Subject Research Review If a student's dissertation proposal involves human subject research as defined by the University of Southern Maine Institutional Review Board (IRB), the student must obtain IRB approval for the proposed research prior to a dissertation proposal receiving final approval by the Doctoral Research Committee. Students are advised to contact the IRB or to visit their Web site (www.usm.maine.edu/orc/irb) if they will be conducting human subject research.

Admission to Candidacy for the Doctoral Degree A student is considered admitted to candidacy for the Ph.D. upon completion of all required course credits and examinations, completion of an oral defense of their dissertation proposal before their Doctoral Research Committee with IRB approval, if required, as outlined above, and submission of a written version of the proposal signed by the committee chair and committee members, to the program chair, the Muskie School Office of Student Affairs, and USM's Office of Graduate Studies.

Completed Dissertation Final oral examination of the dissertation is intended to judge the quality of the dissertation, the amount of original work being presented, and the ability of the candidate to defend the approach, methods, and conclusions of the dissertation. The committee must approve the dissertation by majority vote. The committee may make approval conditional upon certain changes in the dissertation being made by the candidate. For editorial changes, the committee may refer final approval to the chair of the committee. If substantive changes are required for approval, committee members are expected to withhold their signatures of approval until the required changes have been made.

If a majority of the committee does not approve the dissertation, the candidate shall receive a written explanation of the committee's review. One re-examination, possibly after additional revisions of the dissertation, may be requested.

The candidate's dissertation is considered complete when it has been successfully defended orally before the student's Doctoral Research Committee and a copy of

the dissertation, bearing the signatures of the committee members on the cover page, is filed with the Office of Graduate Studies.

Upon approval of the dissertation by their Doctoral Research Committee, a copy of the dissertation meeting applicable standards of formatting set forth by University Microfilms Incorporated (UMI) if an arrangement has been made with UMI, must be submitted to the Office of Graduate Studies. There is a $100 dissertation review fee plus a dissertation microfilming fee (set by UMI) which must be paid prior to receipt of the degree.

Students who anticipate participating in the University's graduation ceremony must submit a completed and correctly formatted dissertation to the Office of Graduate Studies no later than one month prior to the date of graduation to allow adequate time for review and revisions.

Credit Requirements and Time Limits A candidate must enroll in a minimum of 12 credits for work on the dissertation proposal and dissertation research in PPM 799 or GRS 701. The dissertation must be completed within five years after candidacy status is attained. A student working on the dissertation who wishes to maintain eligibility for financial aid and who is not enrolled in 6 credits of coursework, must register for GRS 701 (1 credit). Students for whom financial aid eligibility is not a concern may be enrolled for fewer than 6 credits. If those students have completed their coursework, including 12 credits between GRS 701 and PPM 799, they should register for GRS 601 (no credits, continued use of USM facilities) or have an approved leave of absence.

Examinations

The examinations provide an opportunity for the student to demonstrate the competencies and materials of the policy and research cores as defined above.

The Preliminary Examination The preliminary examination provides the opportunity for the candidate to demonstrate attainment of the knowledge and competencies addressed in the Policy Core. A student should be able to respond to questions that cross subjects, theories, and fields of research with coherent arguments, well grounded in the literature that they have studied.

The preliminary examination is offered in the winter only. All students who have completed the Policy Core are expected to take the examination at the first opportunity following completion of the policy courses.

An Examining Committee is appointed by the program chair for each examination (see below). The Examining Committee will provide students who will take the examination with a statement of the format and procedure for the examination no later than October 15 for examinations following the fall semester, and no later than March 15 for examinations following the spring semester.

The Research Examination The Research Examination will be offered annually in the spring, and may be offered at other times as determined by the program chair.

Examinations are written and graded by the Examining Committee. The Examining Committee for the research examination will generally be comprised of faculty who have taught the Policy and Research Core courses.

Students will be notified by the Examining Committee of the format and process of the examination on the same schedule as the preliminary examination for regularly scheduled examinations. For non-regularly scheduled exams, the Examining Committee will provide students with a statement of format and process not less than 30 days before the exam.

Failure of Examinations A student who fails either the preliminary or research examination will be withdrawn from the program. A student who fails one section of either examination may be allowed to retake that part of the examination within a time specified by the Examining Committee appointed for that examination, generally no more than one month following the grading of the first examination.

Examination Prerequisites A student must have completed and have no grades of I, I*, or INC except as noted below in any of the policy core courses at the time they take their preliminary examination, or in research core courses PPM 710-713 at the time they take their research examination. A student with grades of I, I*, or INC in the relevant courses will be permitted to take the examination only with the approval of the program chair on the basis that resolution of the incompletes is imminent at the time of the examination. A student who cannot resolve the incompletes may be suspended from taking courses until such time as the incompletes are resolved and the examination passed.

The Statement of Research Interests and Doctoral Studies Plan

Doctoral Studies Plan All doctoral students must submit a completed doctoral program of studies form to their advisor in the first semester of doctoral study. The form is available in the Student Handbook and from the Muskie School Office of Student Affairs. Students are encouraged to use the form throughout their program as a planning mechanism. It can be updated as needed.

Statement of Research Interests Students who have not begun preparation of a dissertation proposal shall submit an annual statement of research interests to their Advising Committee. The statement will identify areas of public policy that the student proposes to investigate in courses, research projects, and readings ultimately leading to the dissertation. The statement serves as a means of self-assessment and reflection by the student and the basis for guidance by the advising committee.

Review of the statement of research interests normally will take place in the spring semester, or at such time as the chair of the Advising Committee and student agree.

Appeals

Students wishing to appeal a grade in a course may do so using the appeals procedure specified in the University of Southern Maine Graduate Catalog.

Students wishing to appeal a decision to withdraw them from the program as the result of a failed preliminary or research examination may lodge an appeal with the chair of the program. An appeal may only be made on grounds of procedural defect and must be made in writing within three months of the student being notified of the examination failure. The program chair shall refer the appeal to the Academic Affairs Committee for a recommendation. The recommendation to uphold or deny the appeal shall be transmitted to the program chair who will make a recommendation to the dean. The dean will make a final decision based on the program chair's recommendation.

Students whose appeals of a withdrawal decision are being heard during an academic semester may remain enrolled while their appeals are being heard. If the appeal is denied, their withdrawal will be effective at the end of the semester in which the appeal is decided.

Academic Affairs Committee members who served on the Examining Committee for the student making the appeal will not review the student's appeal. If the program chair served on the Examining Committee, the dean shall serve in place of the program chair for purposes of this process.

Academic Integrity

All students must adhere strictly to the University of Southern Maine policies regarding academic integrity. For more information on these policies, the possible penalties for violation, and appeals, see the USM Graduate Catalog.

Withdrawal from the Program

A student may be withdrawn from the program by the Ph.D. program director if he/she has not made satisfactory progress toward fulfilling degree requirements, failed to maintain a cumulative grade point average of 3.3 (B+) for three or more semesters, has failed the preliminary or the research examination *(see Examinations information earlier in this section)*, or has not completed the dissertation within 5 years after attaining candidacy status or within 10 years of matriculating.

Leaves of Absence

A student who anticipates that they will not register for any courses or for GRS 601 or GRS 701, or for dissertation credits in PPM 799 during one or more consecutive semesters must request a leave of absence from the program. The leave of absence must be endorsed by the chair of the student's Advising or Doctoral Research Committees. The endorsed leave request must be filed with the Office of Student Affairs no later than September 30 for a leave beginning in the fall semester or January 31 for leaves beginning in the spring semester.

Leaves of absence will not normally be approved for periods exceeding two years.

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PPM 701 Intellectual Foundations of Public Policy

Public policy concerns itself fundamentally with the creation, articulation, implementation, and evaluation of "ideas" and "theories" applied to problems and issues within the public sphere or in the civic realm. Perhaps the most revolutionary among these ideas is the very notion of "democracy" itself and the culture of democracy that it fosters and that is created by it. Broadly defined, democracy implies self-government built upon majority rule with protection of the minority, the elaboration and protection of liberties and freedoms, respect for legal entitlements, the guarantee of free discussion and discourse, and the uncensored distribution of news and fair comment. Democracy has an "intrinsic value" in that civic participation and freedom of human life expands and enriches the lives of its citizens. Democracy has an important "instrumental value" in enhancing the hearing that people get in expressing and supporting claims to political attention, and by holding governments responsible and accountable. Democracy also has a crucial "constructive value" in that its practice helps citizens to learn from one another and to form values and priorities along with an understanding of needs, rights, and duties. Though ancient in origin, the 20th century and our current era have witnessed both the universalization and globalization of the democratic idea. No longer do we say that certain communities are either "fit for democracy" or not. The emphasis now has become one in which it is acknowledged that all communities become "fit through democracy." Understanding the history and meaning of democracy is integral to a mature, robust, and supple understanding of public policy and management in the American context. The programs of the Muskie School are about the practice of public policymaking and the management of public institutions and processes within a democratic society and a culture of democracy. This course seeks to address the problems inherent in the practice of democracy as it relates to public policy and management.   Cr 3.

PPM 702 Seminar in Public Policy

This course provides students in the doctoral program with an overview of the major topics in the literature on public policy. The emphasis is on different theoretical approaches to public policy as these manifest themselves in both actual policy research and in the study of policy. The emphasis is on providing students with a background in the public policy literature that will be useful in framing research questions for the dissertation and which will provide the foundation for the public policy sections of the doctoral exams.   Cr 3.

PPM 703 Economic Foundations for Public Policy Research

This course provides the economic foundations for analyzing public policy issues. The focus is on microeconomic theory and applications, including economic behavior at the consumer and producer level, the nature of markets, market structure, and economic efficiency concepts. Emphasis is placed on the underlying assumptions, postulate of rationality, and optimizing behavior for individual agents, efficiency of optimizing behavior, efficiency of markets, and compensation criteria. Applications focus on income maintenance programs, in-kind welfare transfers, education production function, markets, and the incidence and burden of taxation. Students determine which economic model is appropriate for specific policy issues and learn how to conceptualize policy issues using these models and interpret outcomes of such models. Prerequisite: PPM 611 or equivalent.   Cr 3.

PPM 704 Seminar in Public Organization and Management

This course provides an overview of organization theory, research on behavior within organizational settings, various perspectives on the nature of public agencies (political, cultural, and economic). Various schools of organizational theory are addressed, from early classical theory through recent formulations based on chaos theory. The literature on organizational behavior is examined, especially as it pertains to policy leadership and implementation. The course is designed to accomplish three goals: (1) understanding of organizational theory and behavior and how it applies to governmental organizations; (2) awareness of the various theoretical constructs which can be applied in conceptualizing and analyzing agencies within the public sector; and (3) development of basic research skills in the analysis of organizations, including problem formulation, application of conceptual frameworks, writing of literature reviews and oral presentation of information.   Cr 3.

PPM 705 Seminar in Policy Analysis

This course provides an overview of the process, role, and methods of policy analysis. The role of policy analysis in the policy development process is explored, along with various ways in which the processes of policy development and policy analysis coincide and diverge. Students are introduced to major methods of policy analysis, including historical analysis, quantitative and qualitative research, simulation and forecasting, and operations research and their application to policy analysis.   Cr 3.

PPM 706 Seminar in Policy Research

Examines issues, frameworks, and approaches in policy research. Specific consideration is given the social and behavioral sciences and their application in basic and applied research within the broad area of public policy. The course begins with a general consideration of the scientific method, the philosophical questions it raises (e.g. the fact-value dichotomy) and how it is employed in inquiry, from paradigm to theory through empirical verification. Ethical issues of social research (e.g. confidentiality and research review boards) are explored as well as the role that politics plays in the research act. Issues of opera-

tionalization are considered, especially alternative concepts of validity and scale and index construction and data quality. The process of designing studies (true, quasi, and nonexperimental) is a primary topic along with applications in cross-sectional and longitudinal research. The quantitative versus qualitative research debate is reviewed as well as the topics of grounded theory and triangulation (and associated multi-method strategies). Basic methodological approaches are described including sampling (probability and non-probability), experiments, survey research, qualitative field inquiry (simple observation, participant observation, semi-structured interviewing, focus groups), unobtrusive data (content analysis, statistical records) and program evaluation. Assignments focus on the conduct of literature reviews, interpretation of empirical research, and the design of actual policy studies.   Cr 3.

PPM 710 Conduct of Inquiry

This course examines the history, philosophies, and methods of science as it is used in the behavioral and social sciences and, more specifically, within policy and organizational research. Theories of science will be described, analyzed, and assessed. Case studies wherein various forms of "social knowledge" have been utilized to shape public policy will be evaluated. A review of more recent thinking on these issues (e.g., casual inference, naturalistic inquiry, chaos theory, hermeneutics, etc.) within the context of the social sciences is also a topic of the course. Finally, some current ideas and debates in policy analysis, program evaluation, and other areas of applied research in public policy and management are presented.   Cr 3.

PPM 711 Seminar in Quantitative Methods

This course provides the statistical foundations upon which to conduct public policy research. It prepares students to be able to communicate and become proficient in statistical research methods. Material covered will deal with descriptive statistics, probability and probability concepts, randomness and fundamental sampling concepts, statistical inference and hypothesis tests, correlation concepts, and simple linear regression analysis. Prerequisites: PPM 601, HPM 545 or their equivalents; and a computer laboratory.   Cr 3.

PPM 712 Advanced Quantitative Methods (Multivariate Methods)

This second requirement in statistical research methods will expose the student to standard and advanced treatment of multivariate statistical techniques found in modern day statistical research and econometrics used in public policy analysis. The emphasis of the course will include both application

and theory to enable the student to develop proficiency in applications in a variety of research settings, and develop a strong foundation in applied quantitative research at the professional level. This course also will include a laboratory component. *Under certain circumstances, a student may request that another course be taken in place of this course. Refer to the Program of Study section in this chapter.* Prerequisite: PPM 711.   Cr 3.

PPM 713 Qualitative Design and Methods for Policy Research

The primary goal of this course is to develop an understanding of the breadth of perspectives in qualitative research with particular emphasis on the unique issues involved in the design and conduct of research studies in public policy. Attention will be given to single and multi-site case study designs as well as the design and implementation of field work. Primary emphasis will be given to providing opportunities for students to develop their skills in the collection and analysis of qualitative data. Cr 3.

PPM 720 Dissertation Pro-Seminar

This seminar provides an intensive review of the process of preparing to undertake a major research project such as the dissertation. It will cover such topics as literature reviews, evaluation of research methodologies, and preparation of research proposals.   Cr 3.

PPM 730 Directed Doctoral Studies

Independent readings or other studies undertaken under faculty supervision.   Cr 3.

PPM 740 Supervised Research

Applied policy research project conducted by doctoral student under faculty supervision.   Cr 3.

PPM 799 Dissertation

Prerequisite: candidacy status.   Cr 3.

GRS 601 Graduate Studies

A student who has completed the 12 required credits for dissertation research must register for GRS 601 to maintain enrollment in the Ph.D. program up to the time of dissertation completion.   Cr 0.

GRS 701 Dissertation Completion

A student who has passed his or her qualifying exams, is registered for less than 6 graduate credits (including PPM 799), and who wishes to maintain eligibility for financial aid, visa compliance, and health insurance must register (with permission) for GRS 701. Prerequisites: adequate progress, permission of advisor and program chair, and approval from the Office of Graduate Studies.   Cr 1.

Administration of the University of Southern Maine

Administrative Organization as of July 1, 2007

Interim President: Joseph S. Wood, 707 Law Building, Portland, tel: 780-4480

Interim Provost and Vice President for Academic Affairs: Mark B. Lapping, 711 Law Building, Portland, tel: 780-4485

Chief Financial Officer: Richard R. Campbell, 724 Law Building, Portland, tel: 780-4484

Vice President for Enrollment Management: Rosa S. Redonnett, 732 Law Building, Portland, tel: 780-5094

Vice President for Student and University Life: Craig S. Hutchinson, 117 Payson Smith Hall, Portland, tel: 780-4035

Vice President for University Advancement and Planning: Elizabeth O. Shorr, 721 Law Building, Portland, tel: 780-4708

Vice President of Human Resources and Planning: Judith Ryan, 7 College Avenue, Gorham, tel: 780-4559

Administrative Offices Serving Students

Academic Affairs
Susan Campbell, associate vice president

Academic Assessment
Susan King, director

Admission, Undergraduate
Scott Steinberg, director

Advising and Academic Resources
Elizabeth M. Higgins, executive director

Applied Science, Engineering, and Technology, School of
John R. Wright, dean

ARAMARK Dining Services
Brian Wiacek, director

Arts & Sciences, College of
Devinder M. Malhotra, dean

Athletics and Recreation
Al Bean, director

Bookstores
Nicole Piaget, director

Business, School of
James B. Shaffer, dean

Career Services and Professional Life Development
Lawrence Bliss, director

Community Standards, Office of
Stephen Nelson, assistant to the vice president for community standards

Commuter Life
Joseph Austin, dean

Diversity and Equity, Office of
Kathleen A. Roberts, executive director

Education and Human Development, College of
Betty Lou Whitford, dean

Facilities Management
David J. Early, executive director

Financial Aid, Student
Keith DuBois, director

Financial Resources
Cynthia S. Quinn, executive director

Graduate Admissions
Mary Sloan, director

Graduate Studies
Margo Wood, associate provost and dean of graduate studies

Information and Technology, Division of
William W. Wells, chief information officer

Instructional Technology and Educational Media Services
Ronald W. Levere, director

International Exchange, Office of
Domenica T. Cipollone, director

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Peter Pitegoff, dean

Law Library, University of Maine School of Law
Christopher Knott, director

Lewiston–Auburn College
Marvin Druker, interim dean

Libraries
David Nutty, director

Multicultural Programming
Rebecca Sockbeson, director

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William H. Foster, dean

Nursing and Health Professions, College of
Brian Toy, interim dean

Osher Lifelong Learning Institute
Kali Lightfoot, director

Registrar's Office
Steven G. Rand, registrar

Residential Life
Denise Nelson, director

Student Billing
Virginia Johnson, bursar

Student Information Systems
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Student Life
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Student Loans
Jean Robinson, staff associate

*Summer/Winter Sessions and
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Monique M. LaRocque, director

Telecommunications
Nancy Austin, director

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Judy Tizon, associate provost

University Child and Family Centers
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Wood, Karen N. (1997) Information Development Specialist; Bates College, B.A., 1978

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Wood, Thomas (2000) Director of Operations, Muskie School of Public Service; The Ohio State University, B.S., 1974, M.B.A., 1984

Woodhead, Steve (2004) Life Safety Associate; University of Southern Maine, B.A., 1977; B.S., 1999

Woodman, Laurie (2004) Lecturer in Mathematics and Statistics; Mount Holyoke College, B.A., 1982; University of New Hampshire, M.S., 1984, Ph.D., 1990

Wriggins, Jennifer (1996) Professor of Law; Yale University, B.A., 1980; Harvard Law School, J.D., 1984

Wright, Elaine G. (2000) Director of Learning Foundations; Massachusetts State College at Fitchburg, B.S., 1969; Eastern Illinois University, M.A., 1983

Wright, John R. (2000) Professor and Dean, School of Applied Science, Engineering, and Technology; Massachusetts State College at Fitchburg, B.S., 1969; Rhode Island College, M.Ed., 1973; West Virginia University, Ed.D., 1976

Wright, Rick (2003) Academic Counselor/Coordinator of Veterans Affairs; University of Southern Maine, B.A., 1976; Western Kentucky

University, M.A., 1982

Yoon, Sun Young (2005) Research Associate I, Cutler Institue for Child and Family Policy, Muskie School of Public Service; Ewna Women's University, B.A., 1987, M.A., 1989; University of Wisconsin-Madison, Ph.D., 1995

Zaner, John A. (1974) Associate Professor of Technology; Millersville State College, B.S., 1969, M.Ed., 1972; Pennsylvania State University, Ed.D., 1977

Zanghi, Martin S. (1996) Manager of Youth Development Programs, Muskie School; University of Massachusetts, B.A., 1981; University of Connecticut, M.S.W., 1985

Zarr, Melvyn (1973) Professor of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963

Zhao, Jie (1998) Associate Professor of History, Lanzhou University, B.A., 1982; University of Hawaii at Manoa, M.A., 1988; Princeton University, Ph.D., 1995

Julie E. Ziffer (2007) Assistant Professor of Physics; Truman State University, B.S., 1994; Troy State University, M.S., 1997; University of Central Florida, Ph.D., 2006

Ziller, Erika (1999) Research Associate I, Institute for Health Policy, Muskie School of Public Service; University of Southern Maine, B.A., 1994; M.S., 1998

Zillman, Donald (1990) Godfrey Professor of Law; University of Wisconsin, B.S., 1966, J.D., 1969; University of Virginia, LL.M., 1973

Part-Time Faculty

Agnew, Aileen, Lecturer in American and New England Studies

Akers, Peggy, Instructor in Nursing

Albert, Sally, Lecturer in American Sign Language

Alves, Mickie, Instructor in Nursing

Ames, Pamela, Lecturer in Criminology

Andersen, Patricia, Lecturer in Art

Anderson, Walter, Lecturer in Geosciences

Animashaun, Najim, Lecturer in Political Science

Anthony, Jessica, Lecturer in English

Arbour, Raymond L., Lecturer in Technology

Aronson, Andrew, Lecturer in Modern and Classical Languages and Literatures

Ayan, Adam, Lecturer in Music

Bailey, Douglas E., Lecturer in Social Work

Bailey, Kerry, Lecturer in Teacher Education

Bailow, Judith, Instructor in Nursing

Baker, Harlan R., Lecturer in Theatre

Baker, Roxanne, Lecturer in American Sign Language

Ballantine, John Andrew, Lecturer in Geography and Anthropology

Barnes, Jack C., Lecturer in Core Curriculum

Barrett, Karen, Lecturer in Human Resource Development

Baschkopf, Daniel J., Lecturer in Business Administration

Baxter, Jean M., Lecturer in Art

Bay, John, Associate Professor of Economics

Beach, Paul, Associate Professor in Physics

Beam, Chris, Lecturer in History

Beauclair, Claude, Lecturer in French

Beck, Joel, Lecturer in Operations Management

Belik, Barbara I., Lecturer in Accounting

Bellerose, Nora, Lecturer in Learning Foundations

Bendzela, Michael T., Lecturer in English

Benson, S. Patricia, Lecturer in Art

Bernier, Rene, Lecturer in Chemistry

Beyland, Vanessa, Lecturer in Theatre

Bickford, Meredith, Lecturer in Learning Foundations

Bickford, Susan C., Lecturer in Art

Biggie, Dennis P., Assistant Professor of Philosophy

Birmingham, Thomas F., Lecturer in Technology

Birtolo, Pat Delaney, Lecturer in Human Resource Development

Bois, David, Lecturer in Teacher Education

Boisvert-Guay, Monique, Lecturer in Business Law

Bolduc, George R., Lecturer in Learning Foundations

Bond, Robert, Lecturer in Teacher Education

Bonneau, Paulette, Lecturer in Social Work

Bosse, Candice L., Lecturer in Modern and Classical Languages and Literatures

Boston, Robert C., Lecturer

Bouchard, Donald L., Lecturer in Professional Education

Boulette, E. Thomas, Professor of Physics

Bowden-Schaible, Sally, Lecturer in Human Resource Development

Boulter, Aaron, Lecturer in Learning Foundations

Bourget, Michelle, Lecturer in Modern and Classical Languages and Literatures

Bowden, Kelley, Lecturer in Nursing

Boyer, David, Lecturer in Sociology

Bradburn, Deborah, Lecturer in Teacher Edu-cation

Braley, James, Lecturer in Teacher Education

Brier, Steve, Associate Professor of Exercise, Health, and Sport Sciences and Recreation and Leisure Studies

Briggs, Kaitlin, Assistant Professor of Interdisciplinary Studies

Britting, Brian G., Lecturer in Technology

Brooks, Franklin, L., Lecturer in Social Work

Broom, Anna, Assistant Professor of Political Science

Brown, Philip, Lecturer in Teacher Education

Browne, Anne, Lecturer in Teacher Education

Broyer, Cynthia, Lecturer in Professional Education

Bryant, Sara, Lecturer in Teacher Education

Burlin, Paul T., Assistant Professor

Burson, Janet, Instructor of Nutrition

Callahan, Peggy, Lecturer in Professional Educa-tion

Carlozzi, Joseph, Lecturer in Technology

Caron, Pamela, Lecturer in Technology

Carter, Leo, Lecturer in Chemistry

Carter, Michael, Lecturer in Teacher Education

Cartwright, Merrie, Lecturer in Environmental Science

Caruso, Gerald, Lecturer in Teacher Education

Cash, Alice B., Lecturer in Business Administration

Chaimowitz, Daniel, Lecturer in Communication

Chebowicz, John, Lecturer in English

Chenard, Chris, Lecturer in Nursing

Cheung, Michale J., Lecturer in English

Chichester, Catherine, Lecturer in Teacher Education

Chidsey, David, Lecturer in Special Education

Clockedile, Gerald, Lecturer in Professional Education

Coan, Susan, Lecturer in Human Resource Development

Colburn-Motta, Susan, Lecturer in Art

Colby, Maryann, Lecturer in Professional Education

Cole, Joanne F., Lecturer in English

Como-Kepler, Deborah, Lecturer in Human Resource Development

Condon, Kathleen, Lecturer in Modern and Classical Languages and Literatures

Conly, Sarah, Lecturer in Philosophy

Connell, Michael, Lecturer in Recreation and Leisure Studies

Connolly, Graham, Lecturer in Engineering

Connolly, Michael C., Lecturer in History

Conroy, David, Lecturer in Engineering

Corbett, Gordon, Lecturer in Teacher Education

Cormier, Michael, Lecturer in Professional Education

Cote, Guy, Lecturer in Engineering

Cote, Michael P., Lecturer in Economics

Covert, Karl, Lecturer in Human Resource Development

Cox, Joyce Ann, Instructor of Nursing

Cross, Virginia W., Lecturer in Technology

Crowell, William, Lecturer in Engineering

Cummings, Glenn, Lecturer in Economics

Cunningham, Michael, Lecurer in Engineering

Curtis, Bernadette, Instructor of Nursing

Dahms, Debra, Instructor of Nursing

Dana, Richard, Lecturer in Accounting

Danielson, Jane, Lecturer in Human Resource Development

Davidson, Daniel, Lecturer in Media Studies

Davis, Mary, Lecturer in Learning Foundations

Dawson, Doris, Lecturer in Art

Dee, Barbara, Lecturer in Teacher Education

DeLeon, Andrea, Lecturer in Media Studies

Dennis, John, Associate Professor of Media Studies

Dennison, Richard A., Lecturer in Learning Foundations

Denton, Priscilla, Lecturer in Learning Foundations

Deraspe, Jen, Instructor of Recreation and Leisure Studies

Dickson, William, Lecturer in Business Administration

Dill, Bonnie, Lecturer in Teacher Education

DiMillo, Jane Burke, Lecturer in Learning Foundations

Dimmick, David, Lecturer in Accounting

Dodge, Elizabeth, Lecturer in English

Dolloff, Andrew, Lecturer in Teacher Education

Doran, Mary J., Lecturer in Associate Business Administration

Dorney, Lindsay, Lecturer in English

Dorsey, Donald, Lecturer in Biology

Drapeau, Patti, Lecturer in Teacher Education

Dugovic, Susan, Lecturer in Teacher Education

Dumont, Raymond, Lecturer in Theatre

Dunleavy, John, Lecturer in Linguistics

Dunnington, James J., Lecturer in Technology

Durgin, Gerald, Lecturer in Teacher Education

Eaton, William, Lecturer in Engineering

Eaton-Bancroft, Irene, Lecturer in Nursing

Ebben, Maureen, Associate Professor in Communication

Eckersley-Ray, Lynette, Lecturer in English

Edmands, Brenda, Lecturer English

Eldridge, Stuart, Lecturer in Anthropology

Ellis, Barbara, Lecturer in Professional Education

Eppich, Paula, Lecturer in Teacher Education

Eskilson, Peter, Lecturer in Learning Foundations

Evans, Margaret, Lecturer in Professional Education

Eyerman, Mark, Lecturer in Geography and Anthropology

Fearon, Bruce, Lecturer in Teacher Education

Fenton, Clarence, Lecturer in Nursing

Fiandaca, Jennifer, Lecturer in Special Education

Field, Fred, Lecturer in Communication

Fink, Elaine, Lecturer in Biology

Fitch, Stacia, Lecturer in Social Work

Flahaven, James, Lecturer in Art

Fleming, Colleen, Lecturer

Fongemie, Claude A., Lecturer in Business

Foote, Richard H., Lecturer in Accounting

Fortuna, Leonard, Lecturer in Learning Foundations

Freeman, Ardith A., Associate Professor in Music

Frost, Susan, Lecturer in Learning Foundations

Fuhrmann, Denise, Instructor of Nursing

Fullan, Charlotte, Lecturer in Teacher Education

Galin, David, Lecturer in Teacher Education

Gendron, Roger, Lecturer in Astronomy

Gerken, Matt, Assistant Professor of Exercise, Health, and Sport Sciences

Germani, Nancy, Lecturer in Teacher Education

Gilbert, Dennis C., Lecturer in English

Gillespie, Stuart, Lecturer in Music

Gilpatric, Robert, Lecturer in Learning Foundations, Mathematics

Gipson, Rita, Lecturer in American Sign Language

Glover, Robert A., Lecturer in Music

Goodale, Rebecca, Lecturer in Art

Goodlet, Virginia, Assistant Professor of Art

Goodness, Gregory, Lecturer in Educational Leadership

Graham, Kevin, Lecturer in Human Resource Development

Gratto, Bernadette, Lecturer in Teacher Education

Green, Paul, Lecturer in Communication

Griffin, John, Lecturer in Mathematics

Griffith, Susan, Lecturer in Teacher Education

Gunn, Nancy, Lecturer in Music

Hackett, Peter, Lecturer in Human Resource Development

Hagner, David, Lecturer in Human Resource Development

Hall, Christine A., Lecturer in Theatre

Hanley, Susan, Lecturer in Teacher Education

Hannemann, Judith E., Lecturer in English

Hanson, Linda, Lecturer in Teacher Education

Harlow, Bonnie, Lecturer in Teacher Education

Harper, Kathleen, Lecturer in Professional Education

Harriman, Nancy, Associate Professor in Teacher Education

Harrod, Elizabeth, Lecturer in Philosophy

Harvey, Kelly, Lecturer in Human Resource Development and Counselor Education

Haskins, Christopher, Lecturer in Technology

Hathorne, Warren T., Lecturer in Technology

Hebson, Charles, Lecturer in Environmental Science and Policy

Hecker-Cain, Jane, Lecturer in Linguistics

Heintz-Knowles, Katherine, Assistant Professor of Communication

Hendrickson, Julie, Lecturer in Learning Foundations

Hendrie, Arden, Lecturer in English
Heward, Margarita, Lecturer in Modern and Classical Languages and Literatures
Higgins, Ikuko, Lecturer in Japanese
Hines, John, Lecturer in Philosophy
Hink, Jon, Lecturer in Environmental Science and Policy
Hobbins, Ann Marie, Lecturer in Teacher Education
Hobby, Catherine, Lecturer in Teacher Education
Hodgdon, Susan, Lecturer in Teacher Education
Hodge, Karen, Lecturer in Computer Science
Hoecker, Karlee, Lecturer in Psychology
Holt, Frankie, Lecturer in Sociology
Honan, Ellen, Lecturer in Professional Education
Hoose, Robin, Instructor of Exercise, Health, and Sport Sciences
Horton, Scott, Lecturer in Human Resource Development
Howard, Clara, Lecturer in Professional Education
Howard, Denis L., Lecturer in Technology
Howe, Elizabeth, Lecturer in Professional Education
Humphrey, Gene D., Lecturer in Learning Foundations
Hunt, H. Draper, Professor Emeritus of History
Hunt, John C., Lecturer in Political Science
Huntley, Brian, Lecturer in Engineering
Hutton, Nancy, Lecturer in Professional Education
Ingerowski, Frank S., Lecturer in Technology
Jackson-Lualdi, Katherine, Assistant Professor in History
Jagolinzer, Philip, Professor of Accounting
James, Judith, Lecturer in Music
Johansen, Carol, Lecturer in Business Administration
Johnson, Christine M., Lecturer in Learning Foundations
Johnson, Karen, Lecturer in Teacher Education
Johnson, Mark, Lecturer in Philosophy
Jones, Robert K., Assistant Professor
Jordan, Clover, Lecturer in Learning Foundations
Jordan, P. Len, Lecturer in Recreation and Leisure Studies
Jordan, Robert, Lecturer in Economics
Jorgensen, Jenny, Lecturer in Teacher Education
Joyce, Cecilia, Lecturer in Teacher Education
Kaminski, Kate, Lecturer in Media Studies
Kaufman, Polly, Lecturer in History
Kelleher, Dorothy F., Lecturer in Learning Foundations
Kelly, Kevin, Lecturer in English
Kennedy, Judith Caren, Lecturer in Professional Education
Kern, Katherine, Lecturer in Engineering
Kim, Melissa, Lecturer in Communication
Kissack, Christine, Lecturer in Music
Knott, Diane, Lecturer in Teacher Education
Knowles, Daniel, Lecturer in Mathematics
Konrad, Shelley C., Lecturer
Krass, Teresa, Lecturer

Kutcha, David, Assistant Professor in History
LaGraffe, David, Lecturer in Teacher Education
Lamb, Frederick, Lecturer in Human Resource Development
Lampert, Allen, Lecturer in Teacher Education
Lancia, Peter, Lecturer in Literacy Education
Landry, Michael, Lecturer in Teacher Education
Lane, Elizabeth, Lecturer in Teacher Education
Langevin, Cynthia, Lecturer
Langlís, Gayle, Lecturer in Mathematics
Lapping, Joyce, Lecturer in Economics
Larsen, Leslie, Instructor of Nursing
Lee, William, Lecturer in Mathematics
Leen Cooley, Lew-an, Lecturer in Theatre
Leone, Pamela, Lecturer in Psychology
Lethem, Richard, Lecturer in Art
Libby, Patricia, Lecturer in Mathematics
Lieber, Robert, Lecturer in Art
Lightbody, Nancy, Lecturer in Teacher Education
Lisberger, Linda, Lecturer in Art
Lisi, Michelle, Lecturer in Learning Foundations
Littlefield, Elwood R., Lecturer in Technology
Lockman, David A., Lecturer in Technology
Lockman, James, Lecturer in Technology
Lombard, Jane, Lecturer in Teacher Education
Loughlin, Sally, Lecturer in Professional Education
Lounsbury, Catherine, Lecturer in Human Resource Development
Ludington, Nicholas, Lecturer in Professional Education
Lushman, Catherine, Lecturer in American Sign Language
Lynch, Frederick J., Lecturer in Art
Lyon, Tina, Lecturer in Teacher Education
Lyons, Charles, Professor of Professional Education
Lyons, George, Lecturer in English
MacArthur, Susanne G., Lecturer in Professional Education
Makas, Elaine C., Associate Professor
Manderino, John, Lecturer in Learning Foundations
Manduca, Mark W., Lecturer in Music
Manglass, Ralph, Lecturer in Engineering
March, Nancy, Lecturer in Teacher Education
Marcigliano, John J., Lecturer in Technology
Marston, Alan, Lecturer in Communication and Theatre
Martin, Daniel, Lecturer in Engineering
Martin, Joyce, Lecturer in Teacher Education
Mason, Ann M., Lecturer in Mathematics
Massaua, John R., Lecturer in Business Administration
Matrisciano, Jane, Lecturer in Linguistics
Max, Stanley M., Lecturer in Mathematics and Learning Foundations
McCarthy, Joseph E., Lecturer in Biology
McCarthy, Michael, Lecturer in Educational Leadership
McCormick, Sarah, Lecturer in Theatre
McCullough, Rosemary, Lecturer in Learning Foundations

McCusker, Carrie, Lecturer in Teacher Education
McDermott, Jennifer, Lecturer in Art
McElhinney, Donald, Lecturer in Engineering
Medd, Catherine, Lecturer in Teacher Education
Medina, Patty, Instructor of Recreation and Leisure Studies
Menezes, Mark, Lecturer in Learning Foundations
Mercer, Dennis D., Lecturer in Mathematics and Statistics
Mermer, Brion, Lecturer in Chemistry
Merrill, Reva, Lecturer in Technology
Meyers, Bernard C., Lecturer in Art
Mitchell, Heidi, Lecturer in Teacher Education
Mitchell, Kate, Lecturer in Learning Foundations
Mollom, Paul, Lecturer in Learning Foundations
Montgomery, Roxann, Lecturer in Teacher Education
Morrill, Mary, Lecturer in Chemistry
Morrison, Rachelle, Lecturer in Human Resource Development
Morris, Michael S., Lecturer in Technology
Most, Ivan G., Lecturer in Engineering
Moulton, Robert, Lecturer in Technology
Murphy, Kenneth, Lecturer in Professional Education
Murphy, Margaret, Lecturer in Teacher Education
Murton, Pamela, Fieldwork Associate in Social Work
Muzzy, Matthew, Lecturer in Technology
Myron, Bob, Instructor of Recreation and Leisure Studies
Naiden, Peter C., Lecturer in Geosciences
Napolitano-Romer, Andrea, Lecturer in Teacher Education
Neale, Katherine A., Lecturer in Human Resource Development
Nelson, Edwin R., Lecturer in Accounting
Nerbak, Glenn, Lecturer in Teacher Education
Neveu, Raymond, Professor of Finance
Neveux, Louis, Lecturer in Learning Foundations
Niedzialkowska, Beata, Lecturer in Art
Nilsson, Harold, Lecturer in Geosciences
Nolin, Maura, Lecturer in Linguistics
Norberg, Kyle, Lecturer in Business Administration
Novack, Julie, Lecturer in American Sign Language
O'Connor, Wendy, Instructor of Nursing, Lewiston-Auburn College
O'Dell, Timothy, Lecturer in Music
O'Regan, Patrick, Lecturer in Human Resource Development
O'Shea, Cynthia, Lecturer in Professional Education
Olbert, Elizabeth, Lecturer in Art
Page, Barbara, Lecturer in Teacher Education
Pakales, Joseph, Lecturer in Music
Palmer, Deborah, Lecturer in Teacher Education
Panici, Ramona, Lecturer in Psychology
Parker, Ryan, Lecturer in Music
Parr, Elba, Lecturer in Modern and Classical Languages and Literatures

Parr, James, Lecturer in Modern and Classical Languages and Literatures
Pattershall, George, Lecturer in Learning Foundations
Peavey, Elizabeth, Lecturer in Theatre
Pendexter, Erin, Clinical Instructor of Nursing, Lewiston-Auburn College
Pendleton, Denise, Lecturer
Peoples, Patrick, Lecturer in Physics
Perez, Carlos, Associate Professor of Physics
Perry, John, Lecturer in Mathematics
Persons, Alice, Lecturer in Business Law
Pfaffinger, Linda, Lecturer in Criminology
Pflug, Julie, Lecturer in Chemistry
Philbrick, Suzanne, Lecturer in Learning Foundations
Phinney, Rosamond J., Lecturer in Learning Foundations
Pierce, Brett, Lecturer in Communication
Pijewski, John, Lecturer in English
Pilling, Rebekah, Lecturer in Chemistry
Plumer, Timothy, Lecturer in Technology
Poliquin, Rhonda, Lecturer in Professional Education
Porter, Daniel, Lecturer in Core Curriculum
Pratt, Bruce, Lecturer in English
Pride, Shelli-Hope, Lecturer in Technology
Prince, Sanford J., Lecturer in Professional Education
Pufhal, Joy, Lecturer in Learning Foundations
Quimby, Judith H., Lecturer in Music
Reeves, Janet, Lecturer in Music
Reichert, Edward, Lecturer in Theatre
Reifman, Betsy, Lecturer in Linguistics
Reim, Bernard B., Lecturer in Astronomy
Rein, Anna, Lecturer in Modern and Classical Languages and Literatures
Reynolds, Victoria, Lecturer in Professional Education
Richard, Wilfred, Lecturer in Core Curriculum
Richards, Elizabeth, Instructor of Nursing
Ritter, Sharon, Lecturer in Learning Foundations
Robbins, Susan M., Lecturer
Robert, Roger, Lecturer in Professional Education
Roche, James, Lecturer in Economics
Rodick, David W., Lecturer in Philosophy
Romano, Jamie, Lecturer in Teacher Education
Rooks-Hughes, Lorna, Lecturer in English
Roscoe, Gregory, Instructor of Recreation and Leisure Studies
Rosenthal, Robert, Lecturer in Media Studies
Rubin-Long, Rita, Lecturer in Professional Education
Ruby, Catherine, Lecturer in Teacher Education
Rueter, John, Lecturer in English
Ryland, Barbara, Instructor of Recreation and Leisure Studies
St. Cyr, Frederick, Lecturer in Teacher Education
St.Peter, Wayne, Lecturer in Recreation and Leisure Studies
St. Thomas, Bruce, Lecturer in Human Resource Development
Sauda, Michael D., Lecturer in Technology

Sax, Alexander, Lecturer in Art
Schatz, Karl, Lecturer in Art
Schneider, David, Lecturer in Art
Schnell, John M., Lecturer in Music
Schuit, Stephen, Lecturer in Business
Administration
Schwartz, Mark, Lecturer in Mathematics
Schwartz, Merle, Lecturer in Professional
Education
Sedenka, Susan, Lecturer in Teacher Education
Shaffer, James B., Lecturer in Business
Administration
Shannon, Michael, Lecturer in Human Resource
Development
Sheridan, Jean, Lecturer in English
Sholl, Elizabeth, Lecturer in English
Shute, Sara, Lecturer in Philosophy
Shuttleworth, William, Lecturer in Professional
Education
Silver, Marie Josephe, Lecturer in Modern and
Classical Languages and Literatures
Simmons, Lynda, Lecturer in Teacher Education
Skeffington, Craig, Lecturer in Music
Small, Ralph D., Lecturer in Mathematics
Smith, Nancy, Lecturer in Music
Smith, Wayne, Professor in Linguistics
Snow, Cory, Lecturer in Teacher Education
Sobczak, Carol Currie, Lecturer in Business
Administration
Souliere, Yvonne, Lecturer in Learning
Foundations
Soychak, Anthony, Lecturer in Learning
Foundations
Spencer, Jill, Lecturer in Teacher Education
Spenciner, Loraine, Lecturer in Professional
Education
Spugnardi, Lynne, Instructor of Recreation and
Leisure Studies
Sruoginis, Laima, Lecturer in English
Stackpole, Robert, Lecturer in Business
Administration
Stearns, Bonnie, Lecturer in Learning
Foundations
Stebbins, Barbara, Lecturer in Teacher
Education
Stelk, Virginia, Lecturer in Professional Education
Stone, Deborah, Instructor of Nursing
Stone, William, Lecturer in Counselor Education
and Human Resource Development
Street, Philo W., Lecturer in Music
Struzziero, Ralph, Lecturer in Business
Administration
Sturdevant, David, Lecturer in Professional
Education
Sturdevant, Nancy, Instructor of Nursing
Sturgeon, Richard, Lecturer in Mathematics and
Learning Foundations
Surace, Brandi, Lecturer in Teacher Education
Swope, Ann, Lecturer in Linguistics
Szafranski, Tammy, Lecturer in English
Szatkowski, Elizabeth, Lecturer in Social Work
Tague, Barbara, Lecturer in Professional
Education

Taylor, Karen D., Lecturer in Foreign Languages
and Classics
Ten Broeck, Craig, Lecturer in Core Curriculum
Tepler, Denise, Lecturer in Anthropology
Thayer, Katherine, Lecturer of Nursing
Thibodeau, Elizabeth, Assistant Professor in
Teacher Education
Thibodeau, Maxine, Instructor of Nursing
Thombs, David, Lecturer in Mathematics
Thombs,Williams, Lecturer in Learning
Foundations
Thompson, John, Lecturer in Core Curriculum
Thurlow, John, Lecturer in Teacher Education
Tolman, Heather, Instructor of Nursing
Toothaker, Dimitra, Lecturer in Modern and
Classical Languages and Literatures
Toy, Christopher, Lecturer in Teacher Education
Trombley, Linda B., Lecturer
True, Judy, Lecturer in Teacher Education
True, Michael D., Lecturer
Turcotte, Linwood N., Lecturer in Professional
Development and in Technology
Turlo, Kathleen, Lecturer in Teacher Education
Turner, Stephen, Lecturer in Chemistry
Tzianabos, Maria, Lecturer in Theatre
Van Brugh, Katrina, Lecturer in Modern and
Classical Languages and Literature
Varney, Skip, Instructor of Recreation and Leisure
Studies
Vaughan, William, Lecturer in Psychology
Ventresco, Fiorello, Lecturer in History
Verret, Julianne, Lecturer
Violette, Nancy, Lecturer in Teacher Education
Walters, Susan, Lecturer in Teacher Education
Wanamaker, Alan, Lecturer in Teacher Education
Ward, Linda, Lecturer in Literacy Education
Warren, Tracy, Lecturer in Teacher Education
Water, Erika, Lecturer in English
Weaver, Virginia A., Lecturer in Learning
Foundations
Weisbein, Harold Jr., Lecturer in Technology
Welden, Lori, Lecturer
Whiton, Tanya, Lecturer in English
Wild, Bradford, Lecturer in Business
Administration
Wilhelm, J. Michael, Lecturer in Professional
Education
Wilhoite, Mary Beth, Lecturer in Professional
Education
Wilkinson, Anne, Lecturer in Music
Williams, Edward, Lecturer in English
Williams, Irving, Lecturer in Professional
Education
Wilson, Polly, Lecturer in Teacher Education
Wilson, Richard, Lecturer in Art
Witherbee, Nicole, Lecturer in Sociology
Witherell, Keith, Lecturer in Business
Administration
Wood-Mateska, Meredith, Instructor of Nursing
Wood-McCullough, Linda, Lecturer in Biology
Woodard, Frank, Lecturer in Engineering
Woodard, Strohn, Lecturer in1 Learning
Foundations

Woodside, Marilyn, Lecturer in Professional
    Education
Yetter, Susan, Instructor of Nursing

Yuhas, Joseph G., Lecturer
Zink, Julie, Lecturer in Human Resource
    Development
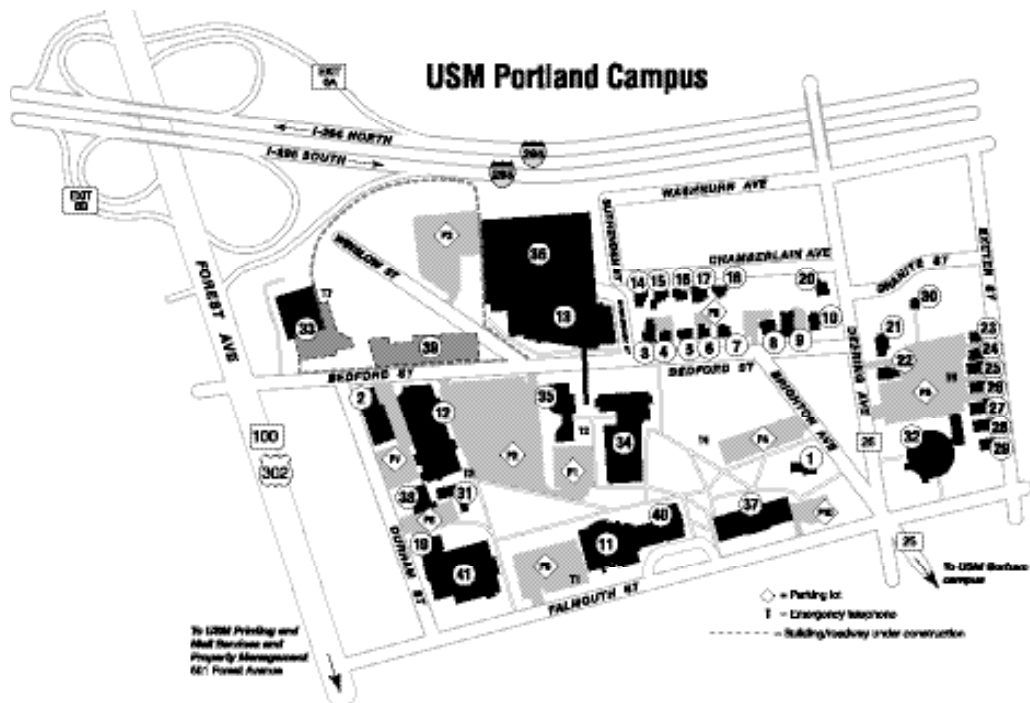
1. Alumni House
2. 25 Bedford St.
3. 92 Bedford St.
4. 94 Bedford St.
5. 98 Bedford St.
6. 102 Bedford St.
7. 106 Bedford St.
8. 118 Bedford St.
9. 120 Bedford St.
10. 126 Bedford St.
11. Bioscience Research Wing
12. Campus Center, Woodbury
13. Community Education Center, Joel and Linda Abromson
14. 1 Chamberlain Ave.
15. 7 Chamberlain Ave.
16. 11 Chamberlain Ave.
17. 15 Chamberlain Ave.
18. 19 Chamberlain Ave.
19. Child Care and USM Police Department
20. 209 Deering Ave.
21. 222 Deering Ave.
22. 228 Deering Ave.

23. 39 Exeter St.
24. 45 Exeter St.
25. 47 Exeter St.
26. 49/51 Exeter St.
27. 55/57 Exeter St.
28. 59/61 Exeter St.
29. 65 Exeter St.
30. 11 Granite St.
31. Health Services
32. Law Building
33. Library, Albert Brenner Glickman Family; Osher Map Library *under construction*
34. Luther Bonney Hall
35. Masterton Hall
36. Parking Garage
37. Payson Smith Hall
38. Physical Plant
39. The Wishcamper Center *under construction*
40. Science Building
41. Sullivan Recreation and Fitness Complex

Parking
* P1. Faculty/Staff
* P2. Student Commuter
* P3. Student Commuter /Resident/ Faculty/Staff/Meters
  P4. Faculty/Staff
  P5. Faculty/Staff
* P6. Faculty/Staff/Meters
  P7. Faculty/Staff
* P8. Faculty/Staff
* P9. Faculty/Staff
* P10. Meters
*Handicap parking

Emergency Telephone Key
T1. Science Building
T2. Masterton Hall
T3. Campus Center
T4. Payson Smith/Luther Bonney Hall
T6. Law Building
T7. Library Building

Directions to the Portland Campus *From the south:* Take the Maine Turnpike to Exit 44, South Portland/Downtown Portland (formerly Exit 6A). Follow I-295 to Exit 6B, Forest Avenue North. Take a left at the first traffic light onto Bedford Street. The Woodbury Campus Center is on the right. Enter the USM parking garage by taking the second left onto Surrenden Street.

From the north: Take the Maine Turnpike to Exit 47, Rand Road/Westbrook (formerly Exit 7B). Follow Route 25 east for 3 miles. At the intersection of Falmouth Street, Route 25 (Brighton Avenue), and Bedford Street, bear to the left on Brighton Avenue that soon intersects with Bedford Street. Enter the USM parking garage by taking the first right onto Surrenden Street.

Directions to USM Lewiston-Auburn College *From the Maine Turnpike*, take Exit 80 (formerly Exit 13). *From the south*, turn left at the stop sign. *From the north*, go straight. Follow the signs toward Lisbon Falls and Brunswick. Proceed to the second stop light and turn left onto Westminster Street. Lewiston-Auburn College is the cedar-sided building at the top of the hill on the right.

◇ = Parking lot
T = Emergency telephone
------ = Building/Roadway under construction
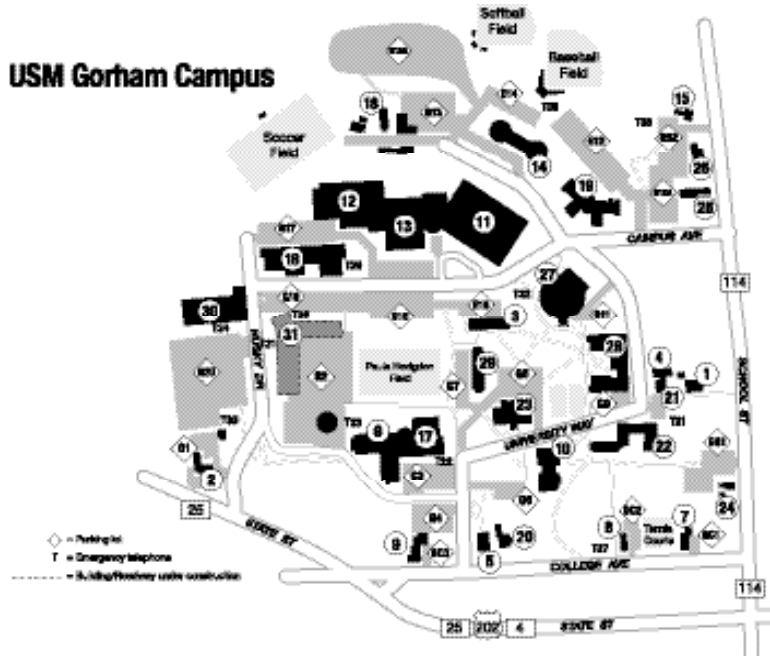
1. Academy Building
2. Admission Office
3. Anderson Hall
4. Art Drawing Classroom
5. Art Gallery
6. Bailey Hall (Library)
7. 7 College Ave.
8. 19 College Ave.
9. 51 College Ave.
10. Corthell Hall
Costello Sports Complex:
  11. Field House
  12. Ice Arena
  13. Warren Hill Gymnasium
14. Dickey-Wood Hall
15. McLellan House
16. John Mitchell Center
17. Library
18. Physical Plant
19. Philippi Hall
20. President's House
21. Printmaking Studio
22. Robie-Andrews Hall
23. Russell Hall
24. 62 School St.
25. 128 School St.
26. 134 School St.
27. Student Center, Kenneth Brooks
28. Upton-Hastings Hall
29. Woodward Hall
30. Child Care Center
31. Residence Hall
under construction

Information
Available at USM Police in
Upton-Hastings Hall (28).

Parking
Parking in designated lots and
spaces only. A University parking
permit is needed for on-campus
parking. Meters are available for
visitor parking.

G1. Blue: Admission Office
  Visitor Parking/Faculty Staff
G2. Red: Commuter Student
G3. Blue: Faculty/Staff
G4. Red: Commuter Student
G6. Blue: Facylt /Staff and Meters
G7. Green: Resident Student
G8. Blue: Faculty/Staff
G9. Blue: Faculty/Staff
G11. Green: Resident Student
G12. Green: Resident Student
G12A. Blue: Faculty/Staff
  Green: Resident Student
G13. Green: Resident Student
G13A. Green: Resident Student
G14. Green: Resident Student
G15. Blue: Faculty/Staff

G16. Red: Commuter Student
  Green: Resident Student
G17. Red: Commuter Student
G18. Red: Commuter Student
G19. Green: Resident Student
G20. Green: Resident Student
GC1. Blue: Faculty/Staff
GC2. Blue: Faculty/Staff
GC3. Blue: Faculty/Staff
GS1. Blue: Faculty/Staff
  Green: Resident Student
GS2. Blue: Faculty/Staff
  Green: Resident Student

Telephone Key
T21. GS-1 School Street
T22. Bailey Bus Stop
T23. G-2 Bailey Hall
T24. G-17 Mitchell Center
T25. Warren Hill Gym
T27. 19 College Avenue
T28. G-13 Towers
T29. G-19 Mitchell Center
T30. G-19 Mitchell Center
T31. G-2 Bailey Hall
T32. Field House
T33. G-20 Parking Lot
T34. G-20 Parking Lot

Directions to the Gorham campus *From the north or south*, take the Maine Turnpike
to Exit 42, Scarborough (formerly Exit 6). Turn left after exiting the Turnpike onto Payne
Road. At the second traffic light turn left onto Route 114 north. Follow Route 114 for 6.5
miles to Gorham center, the intersection of Routes 25 and 114. Continue through the
intersection and take the first left onto College Avenue, the entrance to campus is on your
right.

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