

UNIVERSITY of NEW ENGLAND

2002-2003 Catalog

Undergraduate and Graduate Programs

College of Arts and Sciences

College of Health Professions

Notice

Print date on this document is May 6, 2002. Subject to change - see page 6, **Accreditation, Memberships, and Other Notices**. To be made available in hard copy format to all first-time matriculated students entering in the academic year 2002-2003; *-or-* available electronically through the University of New England's Web Page*

University Campus

11 Hills Beach Road
Biddeford, Maine 04005-9599
207-283-0171

Westbrook College Campus

716 Stevens Avenue
Portland, Maine 04103-7225
207-797-7261

This catalog is available at the UNE Web Site

**Visit our Internet Web Site: <http://www.une.edu/>*

This page left intentionally blank...

TABLE OF CONTENTS

Information Directory	4
About the University of New England	5
Undergraduate Programs --	15
Administrative Services and Policies	15
Undergraduate Program Descriptions	45
Core Curriculum	46
Department of Biological Sciences	48
Department of Business Administration	58
Department of Chemistry and Physics	60
Department of Creative and Fine Arts	62
Department of Dental Hygiene	63
Department of Education	66
Department of English	75
Department of Environmental Studies	76
Department of Exercise and Sport Performance	80
Health Services Management Program	85
Department of History and Politics	88
Interdisciplinary Majors	90
Learning Assistance Center	94
Department of Mathematical Sciences	97
Department of Nursing	99
Department of Occupational Therapy	107
Department of Philosophy and Religious Studies	112
Department of Psychology	113
Department of Sociology	116
Undergraduate Programs Course Descriptions	119
Graduate Programs --	187
Administrative Services and Policies,	187
Master of Science-Occupational Therapy	204
Doctor of Osteopathic Medicine	204
Master of Science in Education	205
Master of Science - Nurse Anesthesia	213
Master of Science - Physician Assistant	221
Master of Physical Therapy	230
Master of Social Work	239
Certificate of Advanced Graduate Study in Educational Leadership	251
Certificate Programs in Addictions and Gerontology	260
Graduate Certificate in Public Health	267
Administration	275
Academic Calendar	286
Index	288

Information Directory

Inquiries concerning the University are cordially invited. Prospective students and their parents are welcome to visit the campus and may make arrangements for individual conferences to discuss admissions, programs of study, financial aid, or other matters of interest.

These numbers connect all departments:

(207) 283-0171 (UC - University Campus Switchboard, Biddeford)
(207) 797-7261 (WCC - Westbrook College Campus Switchboard, Portland)

College, office, or area:

For information on:

Ask for extension:

College of Arts and Sciences (CAS)	Academic policies, procedures, program, general curriculum	2271
CAS Department Chairs	Biological Sciences	2388
	Business Administration	2592/2483
	Certificate of Advanced Graduate Study in School Leadership	2691
	Chemistry & Physics	2388
	Education	2857
	Master of Science in Education	2682
	English	2144
	Environmental Science & Studies	2388
	Exercise & Sport Performance	2605/2483
	Creative & Fine Arts	2144
	History & Politics	2144
	Interdisciplinary Majors	2130
	Learning Assistance Center	2443
	Mathematical Sciences	2371
	Philosophy & Religious Studies	2144
	Psychology	(UC) 2103; (WCC) 4243
	Sociology	2327/2231
College of Health Professions (CHP)	Academic policies, procedures, program, general curriculum	4520/4521
CHP Departments//Programs/Schools	Certificate Programs	4264
	Dental Hygiene	4277
	Health Services Management	4241
	Nurse Anesthesia (Master of Science)	4516
	Nursing	(UC) 2341; (WCC) 4272
	Occupational Therapy	(UC) 2258; (WCC) 4532
	Physical Therapy (Master of Physical Therapy)	2374
	Physician Assistant (Master of Science)	4529/4525/4526
	School of Social Work (Master of Social Work)	4513
College of Osteopathic Medicine	Academic policies, procedures, program, general curriculum	2340
Office of Continuing Education	General information	4406
	Noncredit programs and Elderhostel	2855/2151
	Conferences/Rentals	2151/2122
	Continuing Medical/Health Professions Education	2125
Admissions	Admissions, general program, initial contact	2297
Alumni Development and Public Relations	Alumni and public relations	4377
Athletics	Athletic programs	2376
Business and Finance	Financial	2338
Campus Center (UC)	Activities, events, programs	2307
Counseling & Career Center (UC)	Student counseling, career development	2549
Financial Aid	Student grants, loans, Veterans Administration and other financial aid	2342
Financial Payment	Student accounts	(UC) 2357; (WCC) 4200
Finley Recreation Center (WCC)	Gymnasium	4349
Learning Assistance	Tutoring and Academic Support Service	(UC) 2443; (WCC) 4235
Library & Information Services	Library and information services	2361
Housing and Residence Life	Student housing, residence issues	(UC) 2272; (WCC) 4263
Office for Students with Disabilities (OSD)	Students with disabilities assistance	2815
Registration and Records	Student records, transcripts, registration,	(UC) 2675; (WCC) 4200
Student Activities/Orientation	Student activities and orientation	(UC) 2595; (WCC) 4269
Student Administrative Services Center (WCC)	Student records, transcripts, registration, Veterans Administration	(UC) 2675; (WCC) 4200
Student Affairs	Student issues, policies, procedures, and services	(UC) 2372; (WCC) 4213

ABOUT THE UNIVERSITY OF NEW ENGLAND



About the University of New England

The University of New England

The University of New England is an independent, coeducational university in Southern Maine, with degree programs focused on the health and life sciences, medicine, human services, education, management, and liberal arts. Founded in 1978 by the combination of the New England College of Osteopathic Medicine with St. Francis College, the University places emphasis on the quality of instruction, respect for the individual, and on the practical application of academic material.

In August of 1996, the University merged with Westbrook College in Portland, Maine, and is now a university of two distinct campuses. The University Campus is distinguished by its beautiful seaside setting in a semi-rural area near Biddeford, Maine, while the Westbrook College Campus is a suburban New England campus distinguished as a national historic site. The University now recognizes Westbrook College's 1831 Charter as the institution's founding date. Blending a long, rich educational history with youthful energy and enthusiasm has further raised the reputation afforded the University of New England as an institution of outstanding undergraduate and graduate degree programs. With its presence both on the Saco River and in Maine's largest city, UNE's future burns brighter than ever.

University Mission Statement

The University of New England is an independent coeducational institution committed to academic excellence, a core foundation in the liberal arts, and the enhancement of the quality of life for the people, organizations, and communities it serves. The purpose of the University is to prepare students through a broad based education in an atmosphere rich in scholarship and service for meaningful and rewarding careers in the health sciences, osteopathic medicine, life sciences, human services, education, and management.

Accreditation, Memberships, and Other Notices

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated

and found to meet standards agreed upon by qualified educators. The education program leading to elementary certification is approved by the State of Maine Department of Education. The Physical Therapy educational program is accredited by the American Physical Therapy Association. The Occupational Therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The Social Work program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.

Most programs offered at the University of New England have been approved for the training of veterans under the auspices of the Veterans Administration, and graduates of the University meet the educational requirements for officer candidacy in all branches of the armed forces.

The University is authorized under Federal law to enroll non-immigrant alien students.

The University holds, among others, membership in: the New England Association of Schools and Colleges, the Maine Consortium of Health Professionals, the Council of Independent Colleges and Universities, the National Association of College Auxiliary Services, the College Entrance Examination Board, the National Collegiate Athletic Association, the National Association of College Admissions Counselors, the New England Association of College Admissions Counselors, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Business Officers, the American Association of Colleges of Osteopathic Medicine, and the Greater Portland Alliance of Colleges and Universities.

The financial requirements of the University, changing costs and other matters may require an adjustment of charges and expenses listed herein. The University reserves the right to make such adjustments to charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees, up to the date of registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

The University of New England reserves the right in its sole judgment to make changes of any nature in its programs, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

The University of New England does not discriminate in admission or access to, or treatment of employment in, its programs and activities on the basis of race, ethnicity, national origin, gender, sexual orientation, religion, age, veteran status or disabling condition in violation of Federal or state civil rights laws of Section 504 of the Rehabilitation Act of 1973. Inquiries or concerns may be addressed to Michael Miles, Director of Affirmative Action.

Three Colleges, Continuing Education, and Two Campuses

The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of Bachelor of Arts and Bachelor of Science. CAS also offers Master of Science degree in Education and post-masters Certificate of Advanced Graduate Studies in Educational Leadership. CAS offers programs of study at both the University Campus and Westbrook College Campus.

College of Arts & Sciences Mission

The College of Arts and Sciences at the University of New England is a coeducational college committed

to academic excellence. We seek to help students find and fulfill their own unique potential. Through study and research in the arts and sciences, the faculty of the college challenge students to set and reach for higher intellectual and professional goals and to develop powers of critical assessment, analysis, expression, aesthetic sensibility, and independent thought. The faculty and administration of the college also endeavor to help students participate in shaping the culturally diverse and interdependent world in which they live. Curricular offerings give students the tools to face life challenges by enhancing their awareness of environmental, social, and global issues, and by fostering values that sustain healthy communities. Students are urged to pursue these objectives not only in their course work, but also through attendance at cultural events, participation in campus organizations and activities, and services to others.

The College of Health Professions

The College of Health Professions prepares graduates to assume entry and advanced professional positions in the ever changing health arena. The College of Health Professions (CHP) offers Associate and Bachelor Degrees through the Dental Hygiene and Nursing programs, Master Degrees through the Nursing, Nurse Anesthesia, Physician Assistant, Physical Therapy, and Social Work programs, and certification in Addictions and Gerontology. The College of Health Professions offers programs of study at both the University Campus and primarily on the Westbrook College Campus.

College of Health Professions Mission

The College of Health Professions plays a significant role in helping fulfill the University of New England's Vision and Mission. The College is committed to providing dynamic educational experiences, within a supportive and collaborative environment, that focus on improving the quality of peoples' lives and are based on respect for diversity, have a sound foundation in liberal arts and science education, promote lifelong learning, and meet the needs of the larger community. The College expects its students, faculty, and staff to strive for excellence in all of their academic and professional endeavors. Graduates of the College are prepared to assume entry and advanced professional positions in the ever-changing health care environment and to become leaders in their professions and their communities.

The College of Osteopathic Medicine

The medical college of the University, known as the University of New England College of Osteopathic Medicine (UNECOM), prepares students to become osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the Doctor of Osteopathy (D.O.) degree.

College of Osteopathic Medicine Mission Statement

The mission of the University of New England College of Osteopathic Medicine is to provide for the education of Osteopathic Physicians and other health professionals. The college is dedicated to the improvement of life through education, research, and service, emphasizing health, healing, and primary care for the people of New England and the nation.

Office of Continuing Education

The Office of Continuing Education arranges courses and services for individuals seeking to meet their educational goals on a part-time basis. University courses and programs are designed and offered in a variety of flexible formats to accommodate students seeking to balance work, family, and other responsibilities.

University Campus

Biddeford, Maine

The University of New England was founded in 1978 by the combination of the New England College of Osteopathic Medicine with St. Francis College. The University places emphasis on the quality of instruction, respect for the individual, and on the practical application of academic material.

Visited by Champlain and the early North Atlantic explorers, today's UNE campus was, successively, a seasonal campground of the Sokokis Indians of the Abenaki Tribe, a settlers' garrison, a farm, a convent, a seminary, and eventually a university community.

On May 1, 1939, ground was broken on the banks of the Saco River, near Biddeford, Maine, to establish a new school. This resulted primarily through the efforts of two Franciscans (and brothers), Arthur and Zenon Decary. The following November saw the opening of St. Francis College. Its original intent was to be a six-year institution -

four years of high school and two of college. It began with just fourteen students enrolled.

Over the next two decades St. Francis College underwent a number of developments, eventually phasing out its high school programs. By 1966, the College had transformed into a fully accredited post-secondary institution. By 1967, women were admitted for the first time, and enrollment had reached 554.

St. Francis College continued to struggle and grow through many changes over the next dozen years. In 1978, it joined with the New England Foundation for Osteopathic Medicine to become the University New England. UNE has enjoyed a rich tradition of development and expansion ever since.

The University's 425 (plus) acre campus is set on the banks of the Saco river and shore of the Atlantic Ocean. The city of Biddeford is situated between two resort areas, Kennebunkport and Old Orchard Beach, 20 miles south of Portland and a close 90 miles north of Boston. The comfortable size and coastal location of the University of New England set it apart from most colleges and universities and help to create a special educational atmosphere.

The Harold Alfond Center for Health Sciences

The Harold Alfond Center for Health Sciences provides a significant focus for the University. Located at the center of campus, this three story building houses numerous laboratories and lecture halls, many used by the College of Osteopathic Medicine. This Center brings the University to the national forefront of health and life sciences education.

Campus Center

The Campus Center houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 weight machines, free weights, exercise bikes, rowing machines, stair masters and Nordic tracks, two racquetball courts, and 12,000 square feet of gymnasium space with a tenth of a mile indoor track. The Campus Bookstore, Snack Bar and Multipurpose Rooms are located in the Campus Center as well. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the Bodywise Center for Health and Fitness program are available to students.

Decary Hall

Decary Hall houses the College of Arts and Sciences, and includes classrooms, labs, faculty and administrative offices, mailroom, and cafeteria.

Jack Ketchum Library

Built in 1970, the three-story Ketchum Library is the central repository for books, magazines, journals, catalogs and other resource materials in support of the University Campus programs. Media Services is also housed there.

Marcil Hall

Marcil Hall is a three story building primarily for classroom and conference space. Faculty offices for several of the University's programs are also located within. Marcil was constructed in 1993.

Marine Science Center

The Marine Science Education and Research Center is a state-of-the-art facility for undergraduate education and research. The 27,000 sq.ft. building, equipped with a flow-through seawater system, houses teaching and research labs and a wing devoted to the rehabilitation of marine mammals.

Sanford F. Petts University Health Center

The Sanford F. Petts University Health Center is the base clinical facility for health care. At that location clinical faculty and staff provide expanded health and preventive care services to the University's students, faculty, staff, and their dependents, as well as the community at large. It is a focal point for collaboration among the different health care disciplines on campus including: osteopathic medicine, nursing, social work, occupational therapy, physical therapy, and the physician assistant program.

Stella Maris Hall

Stella Maris (*Star of the Sea*) was one of the original buildings on site at the University Campus. It was built originally as an orphanage and has undergone many changes in its appearance. Stella Maris Hall houses the College of Osteopathic Medicine Dean's office, the office of the President of the University and the Vice President for Academic Affairs, faculty research laboratories, classrooms, as well as other faculty offices, administrative offices, and conference rooms.

Other University Campus Buildings

Opening in the fall of 2002 are two new residence hall buildings which will house nearly 310 students. Five other undergraduate residence halls, a security building, some portable classroom and office space, and the graduate housing park are also on the University Campus. The University's admissions office is located across Highway 9 in its own building, and business office services is also housed in a separate building nearby. A new facilities building, located at the sound end of campus, is scheduled for completion during the 2002-03 academic year. Also scheduled for completion by fall 2002 is a significant extension of the food services dining hall, located on the ground floor of Decary Hall.

Westbrook College Campus

Portland, Maine

Westbrook College was founded in 1831. Its campus, designated a national historic site, is quintessential New England: a central green and classic brick buildings set on 40 acres in a quiet residential setting. The campus features notable architecture, recently updated facilities and technologies, and a pleasing small-college environment. The Portland campus is also the site of the University's Art Gallery. The Maine Women Writers Collection is housed in the Josephine S. Abplanalp '45 Library. The New England Institute, an initiative to foster research and education into the interdisciplinary nexus of cognitive science, evolutionary psychology & psychotherapy, has recently been established on the campus. The Westbrook College Campus charter of 1831 now applies to the University of New England as a whole. The campus offers access to the urban resources and business community of Portland, Maine's largest city.

The Alexander Hall Student Union

The Student Union includes the Dining Hall, Wing Lounge, Alexander Conference Room, Mail Room, vending machines, and Bookstore and offers an informal setting for students to relax, meet, and enjoy ping-pong, pool, video games, or T.V. The Union also hosts scheduled activities ranging from Student Government meetings to entertainment.

Hersey Hall

Newly renovated Hersey Hall serves primarily as academic and administrative services for the University.

at WCC. Facing the main floor lobby are the Admissions Office, the Student Registration and Financial Services Center, and the Student Affairs Office. Upper floors of Hersey house the Dean of the College of Health Professions, various program departments, faculty offices, and meeting rooms.

Alumni, Proctor, Blewett, Coleman, the CHP Lecture Hall and Parker Pavillion

These are the five main classroom buildings at the Westbrook College Campus. Most contain faculty and staff offices. Alumni consists of lecture halls and small classrooms. Proctor Hall houses general classrooms, computer labs and computer classrooms, and the Continuing Education Office. Blewett Hall primarily houses classrooms and offices for the Nursing programs, while Coleman is the site of an on-campus Dental Hygiene Clinic. The CHP Lecture Hall is a state-of-the-art web-based interactive teaching facility with a seating capacity of 125, and is attached to the attractive gathering area known as Parker Pavillion.

The Beverly Burpee Finley Recreation Center

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and multi-purpose room. Intramural sports, club sports and various recreational events are held in the gymnasium.

Community Dental Hygiene Clinic

The Westbrook College Community Dental Hygiene Clinic serves as both a teaching and community service facility. Westbrook dental hygiene students gain their first practical experience working with the public in this modern 32-chair clinic. The public enjoys a variety of dental hygiene services at greatly reduced costs. All UNE students, faculty, and staff are provided treatment at minimum cost.

Services include oral inspections, cleaning, x-rays, fluoride treatments, sealant application and counseling for preventive care. The clinic operates during the academic year and accepts patients by appointment.

Eleanor DeWolfe Ludcke Auditorium

The Eleanor DeWolfe Ludcke Auditorium is the site of College convocations, student meetings, concerts, plays, seminars, and workshops. The auditorium, dedicated in

the fall of 1986, is located in the College's landmark wooden Gothic church building. The structure was built in 1867. Creation of the auditorium, as well as the recent renovation and restoration of the structure, were made possible by the generosity of Mrs. Ludcke, a 1926 alumna.

Student Health Center

The Student Health Center located in Ginn Hall provides basic outpatient services. Full-time students pre-pay their services on a yearly basis, and are not charged for visits during the year. Part-time students, faculty, and staff are welcome and pay a fee-for-service charge. The nurse practitioner and the registered nurse provide coverage throughout the week. The college counselor is on campus two days each week.

Among the services provided by the Center are diagnosis and treatment of illness and injury; some laboratory testing; counseling for emotional and practical concerns; and referral to the College consulting physician when appropriate. All services are confidential. Health education workshops covering topics of immediate and ongoing concern to college students are offered during the academic year.

Westbrook College Art Gallery

The Westbrook College Art Gallery was built in 1977 and houses the permanent collection of Westbrook College. Exhibitions highlight specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery is a learning environment for classes in history, literature, the fine arts, and other areas. From time to time, the gallery serves as a venue for the exhibition of works by outstanding regional artists.

Integrated, Interdisciplinary Health and Healing (I²H²) Education -- Training, Research and Practice

The College of Health Professions offers students an innovative approach for learning about health and healing. This approach is known as the Integrated, Interdisciplinary Health and Healing Initiative (I²H²). The I²H² Initiative, which prepares students and professionals for health care today and for tomorrow, is gaining regional and national attention as a model for health professions' education. Through the I²H² experience, students in

UNE's College of Health Professions are uniquely equipped to thrive in the new collaborative environment that health care facilities demand—and patients and clients deserve. The I²H² Initiative is a multifaceted approach for preparing health professionals to work collaboratively as members of health care teams to create maximum physical and behavioral health outcomes for individuals, populations, and communities. Through involvement in this educational initiative, students develop an in depth understanding of how the bio-psycho-social, cultural, economical, and spiritual dimensions of life affect health and healing and the importance of individual patients or clients being active members in their own health and healing team.

I²H² provides students and professionals with educational, training, research, and practice opportunities to become contemplative providers. These providers are life-long learners who work in partnership with patients and clients to treat the whole person rather than parts of the person. Through the I²H² Initiative, students and professionals gain an understanding of the complex dynamics and multiple dimensions of health and illness.

Through courses, seminars, lectures, conferences, symposia, clinical field experiences, and collaborative research projects, students from the College of Arts and Sciences, the College of Health Professions and the College of Osteopathic Medicine have the opportunity to engage in the I²H² Initiative. The I²H² Initiative promotes the integrity of individual professional disciplines and prepares practitioners with the values, knowledge, and skills needed to form and maintain collaborative relationships with other professionals.

Interdisciplinary, Integrated Health and Healing Learning Experiences

The center of activity for the I²H² Initiative is the recently renovated Westbrook College Campus in Portland, Maine. However, students and faculty on the University's Portland and Biddeford campuses are able to take part in the Initiative through the state-of-the-art facilities and technology available at the University. I²H²

learning experiences are constantly being developed by faculty and at the suggestion of students. Currently I²H² experiences include courses for varied credit; learning modules within courses; seminars for students, faculty, and others; lunch and learn sessions; conferences; and symposia. Interdisciplinary teaching within existing courses is another element of the I²H² Initiative. Many I²H² learning experiences are focused on service learning or have other community based, experiential elements to them. If you want to be a part of this exciting innovation in health professions' education, please contact the College of Health Professions Dean's Office at extension 4520 for more information about I²H².

Communities in Proximity to the University of New England Campuses

Near the University Campus, Biddeford is a small city with a population of just under twenty thousand. In the center of town are mills, industrial parks, and small businesses. The section of town where the University is located is known as Hills Beach, which is commercially undeveloped and primarily a summer resort area.

Neighboring towns include Saco, Old Orchard Beach, Kennebunk, Kennebunkport, and Wells. Portland, the largest city in Maine, is a 25 minute drive from Biddeford. This growing metropolis is justifiably proud of its fine symphony orchestra, active theater groups, and numerous quality restaurants and shops. Portsmouth, New Hampshire, a 35 minute drive from campus, affords the curious an opportunity for exposure to a seaport steeped in North American history. In addition, the historical and cultural riches of Boston are a 90 minute drive from the campus. Biddeford, which is located off exit 4 of the Maine Turnpike (Route I-95), is within easy reach of most major Eastern cities.

Near the Westbrook College Campus, Portland, Maine is one of the highest rated small cities in America. The city offers a wide array of activities, education, cultural, dining, and entertainment opportunities as well as easy access to rural and coastal Maine.

How to Use This Catalog

This catalog includes information about the University of New England's undergraduate and graduate programs within both the College of Arts and Sciences and the College of Health Professions.

Undergraduate Programs

Undergraduate program information is included between pages 15 and 118, and is delineated by separate sections describing programs, majors, curricular requirements within undergraduate departments. The undergraduate course descriptions are listed in alphabetical order between pages 119 and 186.

Below is an outline of the undergraduate departments within the two colleges (CAS and CHP) including lists of the Majors, Minors, and other programs within each department. For further information, consult the departmental sections under program descriptions in this catalog.

The Department of:

Biological Sciences (see page 48) prepares students to pursue career options in aquaculture, marine biology, medical biology, biological sciences, and psychobiology.

Program	See page
B.S. in Aquaculture & Aquarium Sciences	51
B.S. in Biological Sciences	51
B.S. in Marine Biology	52
B.S. in Medical Biology - Health Sciences Track	53
B.S. in Medical Biology - Medical Sciences Track	53
B.S. Med Biology-Pre-Physician Assistant Track	54
B.S. in Laboratory Science	54
B.S. in Psychobiology	55
CAS/COM 3-4 Program	55
Accelerated Pre-Physician Assistant 3-2 Track	55
Animal Studies Minor	57
Biology Minor	57
Marine Biology Minor	57

Business Administration (see page 58) prepares students to pursue career options in business administration and organizational leadership

Program	See page
B.S. in Business Administration	59
Capstone Program-Business Administration	59

Chemistry and Physics (see page 60) prepares students for graduate study and career opportunities in chemistry, biochemistry and related fields, and provides foundation courses in the physical sciences to students in a variety of majors.

Program	See page
B.S. in Biochemistry	61
Chemistry Minor	61

Creative and Fine Arts (see page 62) prepares students for a teaching career in art and provides cultural opportunities for students to experience with arts.

Program	See page
B.S. in Art Education	62

Dental Hygiene (see page 63) prepares students for professional careers in dental hygiene on both an associate degree level and a bachelor of science level.

Program	See page
Associate in Dental Hygiene	64
Bachelor of Science in Dental Hygiene	64

Education (see page 66) prepares teachers to improve the quality of life for children in their homes, schools, institutions, and other clinical settings.

Program	See page
B.S. in Elementary Education	67
B.S. Educational Studies	69
Secondary Certification	69
Teacher Certification Program	70
Elementary Certification	71

English (see page 75) prepares students for job opportunities in communication, education and provides a core program in literature and languages for all undergraduates.

Program	See page
B.A. in English	75
Minor in English	75

Environmental Studies (see page 76) prepares students to pursue career options in environmental science and health.

Program	See page
B.S. Environmental Science	78
B.S. Environmental Studies	78
Minor in Environmental Health	79
Minor in Environmental Studies	79

Exercise and Sport Performance (see page 80) prepares students to pursue career options in athletic training, exercise science, and facilities management.

Program	See page
B.S. in Athletic Training Education	81
B.S. in Exercise and Health Promotion	82
B.S. in Sport Management	83

Health Services Management Program (see page 85) prepares students for increasingly responsible leadership positions in a variety of health care management environments.

Program	See Page
B.S. Health Services Management (4-year degree program)	86
B.S. Health Services Management (degree completion program)	87
Minor in Health Services Management	87

History & Politics (see page 88) prepares students for careers in public service, government, and provides a core program in history and political science.

Program	See page
Minor in History	88
Pre-Law	88
B.A. in History	89

Interdisciplinary Programs (see page 90) provides opportunities for students to pursue interdisciplinary areas of study.

Program	See page
B.A. in American Studies	90
Minor in American Studies	90
B.A. in Liberal Studies	91
B.A. in Psychology & Social Relations	93
Minor in Psychology & Social Relations	93

Learning Assistance Center (see page 94) maximizes students' academic performance by helping them become confident, independent learners. The Learning Assistance Center offers four types of programs: formal courses in developmental writing, math basics, and algebra; learning strategies workshops; tutorial services; and individual academic counseling.

Program	See page
Available LAC services	94

Mathematical Sciences (see page 97) prepares students for graduate study teaching and other professional requirements providing mathematics.

Program	See page
Mathematics Minor	97
B.S. in Mathematics	98
B.S. in Mathematics with Secondary EDU Cert.	98

Nursing (see page 99) prepares students for professional careers in nursing on both an associate degree level and a bachelor of science level.

Program	See page
Associate Degree Nursing	102
R.N. to B.S.N	105
M.S.N. (With Simmons College)	105

Occupational Therapy (see page 107) prepares students for professional careers in occupational therapy.

Program	See page
Master of Science in Occupational Therapy	109

Psychology (see page 113) prepares students to pursue career options in the fields of counseling, community service, psychology, and gerontology.

Program	See page
B.A. in Psychology	114
B.S. in Psychobiology	114
B.A. in Psychology & Social Relations	115
Minors in Psychology & Social Relations	115
Minors in Psychology	115

Sociology (see page 116) provides students with a strong foundation for understanding today's social issues and problems.

Program	See page
B.A. in Sociology	116
B.A. in Psychology & Social Relations	117
Minors in Psychology & Social Relations	117
Minors in Sociology	117

Programs

The graduate section of this catalog, between pages 187 and 274, can be easily found in the gray section of the catalog. Graduate sections include program/school descriptions and contain related course descriptions within each area.

Graduate School or Program:

Master of Science in Education prepares students to pursue career or promotional options in the field of education, and is designed on a long-distance education format. See page 205.

Master of Science - Nurse Anesthesia prepares students to pursue career or promotional options in the field of medicine. See page 213.

Master of Science - Physician Assistant prepares students to pursue career or promotional options in the field of medicine. See page 221.

Master of Physical Therapy prepares students for professional careers in physical therapy. See Page 230.

Master of Social Work prepares students to pursue career or promotional options in the field of social work. See page 239.

Certificate of Advanced Graduate Study (CAGS) prepares students for advanced skill development and knowledge of school administrators and other educators who wish to advance in the field of education. See page 251.

Certificate Programs prepare students to pursue career or promotional options in advanced fields. See page 260.

Program	See page
Addictions	262
Gerontology	264

Graduate Certificate in Public Health (GCPH) provides graduate level education in the disciplines associated with public health to working adults, traditional students, health professions' and medical students. See page 267.

UNDERGRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES AND POLICIES



Undergraduate Programs

Administrative Services and Policies

Admissions

Candidates for admission to the University of New England may be surprised to discover that we spend as much time and effort helping them to evaluate the University as we do in evaluating their own credentials. We are interested in establishing a good match between the applicant's needs and goals and the University's ability to meet them.

To help applicants know more about the University of New England, we provide them with materials such as our viewbook, catalog, college profile, and newsletter. They also receive invitations for personal interviews and campus visits.

Interviews and Campus Tour

Prospective students, their friends, and families have an open invitation to visit the University's two campuses. The pleasant drive to scenic Maine and the opportunity to meet the University's students, faculty, and admissions staff results in a day that is both interesting and informative.

Tours and interviews may be scheduled by contacting the Admissions Office, Monday through Friday from 9:00 a.m. - 4:30 p.m. Prospective students are encouraged to visit on a weekday if at all possible. We do offer tours and information sessions on Saturdays during the months of October, November, and December. Please call in advance.

Undergraduate Admissions

In order to determine an applicant's qualifications as a candidate for admission to the undergraduate programs of the University of New England, we carefully consider the following criteria:

- the secondary school program;
- the secondary school grades and class standing;

- the SAT1 or ACT scores;
- extracurricular involvement;
- the admissions interview (optional unless required by the Dean of Admissions or departments);
- qualified students with equivalency certificates are also considered for admission.

Students applying to the health science programs (Dental Hygiene, Nursing, Occupational Therapy, and Physical Therapy) should refer to those sections in this catalog for additional admissions requirements.

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

All first-year applicants are required to:

- complete an application form and submit it to the Admissions Office early in the fourth year or well in advance of the beginning of the academic term for which application is being made;
- submit the nonrefundable application fee of \$40;
- request that the secondary school forward all academic records to the Admissions Office;
- forward all SAT1 or ACT scores to Admissions Office;

Admissions Decisions

Applicants to all programs are evaluated as they are received (rolling admissions policy). Decisions are made upon receipt of all required information and are mailed out on a weekly basis, as long as space remains available.

Reservation Agreement

The rolling admissions policy ensures every applicant of a prompt and definitive answer to the question of admission. Once accepted, students are required to submit a one hundred dollar (\$100) deposit that will guarantee

their place in the entering class. A two hundred dollar (\$200) fee is required for transfer, and international students. In order to give accepted students enough time to hear from all colleges to which they have applied and to eliminate any undue pressure that may affect their final decision, the reservation deposit is refundable through May 1st for students entering the Fall semester. After this date, the deposit is either credited toward the expense of the first semester's tuition or forfeited for those students withdrawing.

Conditional Acceptance

Each year the University admits a small number of first-year students whose record of achievement and/or degree of preparation lies below general standards. Such students gain admission because of other positive indicators in their record. To help develop their academic skills the University offers a program of activities in which the students agree to participate as a condition for acceptance into the University. Individual or group tutoring and counseling can be integral parts of the program. Students admitted conditionally are required to report to their advisor in the Learning Assistance Center throughout their first year.

Early Admissions

Qualified applicants who display exceptional ability and maturity are admitted to the University of New England upon successful completion of the third year of their secondary school program. Early admission applicants must have the consent and cooperation of secondary school officials. A personal interview is required.

Early Decision

Qualified students who select the University of New England as their first choice institution may request consideration for early decision. It is expected that applications to other colleges and universities will be withdrawn if the candidate is accepted to UNE and, if qualified, receives a favorable financial aid award. If acceptance is not granted to an early decision candidate, the credentials will be kept and updated for a decision during the regular admissions cycle. The timetable for early decision candidates is:

November 15	Application deadline.
December 2	Deadline for receipt of all supporting credentials.
December 23	Notification of decision.

Early decision candidates applying for financial aid should ask the University for a copy of the early version of the Free Application for Federal Student Aid. This will enable processing of financial aid awards in a more timely fashion. Early decision candidates must fill in the early decision area on the application.

Physical Examination and Immunization

The University requires all entering students to have a physical examination prior to enrollment. The necessary form, along with an Immunization Record, will be sent to all entering students following admission and receipt of the reservation fee. The forms must be completed by an approved health care provider and returned to the University Health Center prior to matriculation. Maine State Law requires all students born after 1956, who wish to register and matriculate for seven (7) or more credits, to produce proof of immunization against those diseases listed on the Immunization Record form. The University of New England requires additional immunizations, over and above State mandates, for health profession students. That information will also be available on the health forms.

Advanced Placement and CLEP

The University of New England participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB) and the College Level Examination Program (CLEP) administered by the Educational Testing Service of Princeton, New Jersey. Both of these examinations provide academic credit for students qualified for advanced standing. The CAS and CHP undergraduate programs may accept courses toward graduation via these two types of examinations, excluding courses required in an academic major with the exception of the Department of Biological Sciences which will accept AP and CLEP credit in Biology in accordance with the tables which follow.

To receive academic credit from the University of New England through the CLEP and Advanced Placement examinations, the student must be admitted to the University, and must provide UNE with official transcripts from the organization(s).

Advanced Placement

Qualifying scores necessary to receive credit for Advanced Placement are recommended by the academic departments and are treated as transfer credit in accordance with the following table.

AP-Exam Title	Minimum Score	Course Equiv	Credit Earned
Biology	3	BIO 100	4
	4-or-5	BIO 100 & 101	8
Calculus AB	3	MAT 190	4
Calculus AB	4-or-5	MAT 190 & 195	8
Calculus BC	3	MAT 190	4
Calculus BC	4-or-5	MAT 190 & 195	8
Chemistry	3	CHE 110	4
	4-or-5	CHE 110 & 111	8
English Lang/Comp	4	ENG 110	4
English Lit/Comp	3	ENGxxx	3
French Lang	3	FRE 100	3
French Lit	3	FRE 200	3
History: U.S.	3	HISxxx	3
Physics	3	PHY 200	4
Psychology	4	PSY 105	3
Spanish Lang	3	SPA 101	3
Statistics	3	MAT 120	3

If an Advanced Placement examination has been taken on a subject not listed in the table above, the student should see the department chair/program director in which the subject is housed and request any approved credit equivalency be forwarded by the chair/director to the Registrar's Office.

CLEP

The College Level Examination Program (CLEP) minimum score standard for each examination, and its UNE equivalent course, is individually determined by the Department in which the course is offered.

CLEP-General Examinations	Minimum Score	Course Equiv	Credit Earned
English Comp with Essay	50	ENG 110	4
English Comp	50	ENG 110	4
Social Sciences and History	50	Explorations (2)	6
Natural Sciences		Clear with Dept	
Humanities	50	Explorations (2)	6
Mathematics		No Equivalency	

CLEP-Subject Examinations	Minimum Score	Course Equiv	Credit Earned
American Government	50	PSC 1xx	3
American Literature	50	ENG 200	3

Analysis & Inter of Lit	50	ENG 1xx	3
Algebra, College	50	LAC 021 (non-degree)	3
Algebra-Trig, College	50	MAT 180	3
English Lit	50	ENG 1xx	3
General Chemistry		Clear with Dept	
Psych, Intro	50	PSY 105	3
Human Growth & Devel		Clear with Dept	
Principles of Mgt	50	MGT 101	3
Accounting, Intro	50	ACC 201	3
Business Law, Intro	50	MGT 325	3
Principles of Mkt	50	MKT 101	3
Trigonometry		No Equivalency	
Macroeconomics, Intro	50	ECO 203	3
Microeconomics, Intro	50	ECO 204	3
Sociology, Intro	50	SOC 150	3
French: 2 Semesters	50	FRE 100	3
French: 4 Semesters	50	FRE 100, 101	6
German: 2 Semesters	50	ELE 1xx	3
German: 4 Semesters	50	ELE 1xx, 2xx	6
Spanish: 2 Semesters	50	SPA 101	3
Spanish: 4 Semesters	50	SPA 101, 102	6
Calculus with Elem Functions	50	MAT 190	4
General Biology		Clear with Dept	
Biology	50	BIO 100	4
U.S. History I	50	HIS 201	3
U.S. History II	50	HIS 202	3
Western Civilization I	50	LIL 201	3
Western Civilization II	50	LIL 202	3
Educational Psych, Intro		Clear with Dept	
Info Systems & Comp App	50	MCS 100	3
Freshman College Comp	50	ENG 110	4

If a CLEP examination has been taken on a subject not listed in the table above, the student should see the department chair/program director in which the subject is housed and request any approved credit equivalency be forwarded by the chair/director to the Registrar's Office.

Transfer Admissions

Students applying for transfer admission are required to forward the completed application form and application fee of \$40, official college transcripts of ALL academic work from accredited institutions, course catalogs from colleges attended, and two letters of recommendation to the Admissions Office. College Board scores, secondary school records, and an interview may also be requested by the Dean of Admissions.

All undergraduate students accepted to the University will be expected to fulfill both the University and program requirements prior to being awarded a degree from the University of New England. Transfer students will be individually advised by the Registrar of all such requirements left outstanding after the evaluation of transfer credit has been completed prior to registration. A transfer student's grade point average (GPA) is based only on grades received at the University of New England.

Transfer students are evaluated on the basis of their collegiate records according to the following guidelines:

- All students who have earned an Associate Degree in a program of study from an accredited institution that is parallel or related to the academic offerings at the University of New England are eligible for admission to the University. The student will receive credit for all courses therein, up to a total of 65 credits. However, not all of those credits will necessarily apply towards core or degree requirements.
- Students who have earned less than an Associate Degree will be granted transfer credit for those courses completed at an accredited institution that parallel or relate to courses offered by the University with a grade of C- or higher. Some restrictions may apply. Refer to program descriptions for further information.
- All eligible students with a grade point average of at least 2.5 will be considered for admission to the University; students with a grade point average below 2.5 are considered on an individual basis.
- Class standing is determined by the University Registrar.
- Transfer credit is given for courses graded C- or higher. Some restrictions may apply. Refer to program descriptions for further information.
- While credits may transfer in based on the criteria above, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

Note: Matriculated UNE students who wish to have college-level credits transferred back (for course work taken at institutions away from UNE) must follow policy identified under the Academic Regulations section of this catalog.

Transfer Credits for Biological Sciences Major

Students majoring in a Biological Sciences major who have received posted transfer credit in Biological Sciences courses are eligible for any equivalent or higher-level CAS Biological Sciences course, provided the course prerequisites have been met and a period of no more than eight (8) years has passed since their enrollment in the transfer course(s).

Portfolio Assessment: Credit for Prior Experiential Learning

The University of New England will consider, for credit equivalency, prior experiential learning which a matriculated student might possess, which is considered by the faculty to be college level learning. It is imperative that the experience relate directly to specific course work in the student's program of study and has occurred within five years of the student's matriculation at UNE. Experience gathered after matriculation at UNE will not be considered under this policy. A maximum of eight credits, not to exceed two courses, can be awarded for prior experiential learning, which will be documented from an approved portfolio initiated and prepared by the student. An individual portfolio must be submitted for each course equivalency. Individual departments may designate courses exempt from this policy. There is a \$50 processing fee for each portfolio assessment.

Note: Nursing students should contact the Nursing Program Department for further information concerning this area of assessment credit.

Portfolio Assessment: Application Procedure Outline

The student is responsible for the following procedure of portfolio assessment.

- Portfolio Assessment packets are available from the Registrar's Office at the University Campus, or from the Student Registration and Financial Services Center at the Westbrook College Campus.
- A request for credit equivalency, and the subsequent portfolio submission, must occur during your first two semesters at UNE.
- Secure a faculty sponsor from UNE or within the Greater Portland Alliance of Colleges and Universities. The faculty sponsor will provide guidance in the preparation of the portfolio.

- Complete the portfolio per the ‘Guidelines for Portfolio Assessment’ document available in the Registrar’s office.
- Submit portfolio to the Dean of the College of Arts and Sciences. The Dean will notify Student Accounts that the request for experiential learning has been submitted and the student will be billed for a \$50.00 non-refundable portfolio assessment fee. The Dean will forward the portfolio to the Chair of the department in which the course is offered. The Chair of the department will select a faculty member to review the portfolio. Faculty selected must have either taught the course for which credit is requested or have proper qualifications to teach the course if/when it is offered at UNE. The faculty reviewer may interview or test the student, or request further information from the student, in order to assess if course objectives have been met. The faculty reviewer will then make a decision and forward it to the Chair of the department and the Dean for approval or rejection of the credit equivalency request, or may return the portfolio to the student for suggested revision.
- The decision of the faculty reviewer is final. A reconsideration for the same course equivalency may not be made.
- If approved, registrar records course equivalency as prior experiential learning credits.
- Course equivalency credit approval for an individual course does not result in a waiver or equivalency credit for any prerequisites of that course. A separate portfolio must be submitted if credit equivalency is requested for the prerequisite.
- Student is billed by Student Accounts for portfolio assessment, regardless of the decision rendered by the faculty reviewer.

Graduate Program Admissions

Refer to the program descriptions within the graduate programs section of this catalog for further information. See page 189.

International Students

The University welcomes applications from qualified international students to the undergraduate and graduate programs. We encourage diversity and global awareness on campus. International applicants need to do the following:

- 1) Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
E-Mail: info@wes.org
Tel: 212-966-6311; FAX: 212-966-6395

- 2) Students need to submit an application to the University including an application fee of \$40 (US currency), two letters of recommendation, and a financial statement. Students applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 (paper), 213 (computer) or better will be considered.

Veterans

The University of New England is approved by the Veterans Administration for a variety of veteran benefit eligibilities under related federal and state laws. The University encourages active and retired military, National Guard and reservist, as well as veterans to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or an Application for the Evaluation of Educational Experiences During Military Service (DD Form 295) to the University Registrar for credit evaluation.

Veteran students can receive application and maintenance assistance on VA benefit issues from either the Financial Aid Office, the Office of the Registrar, or from the Student Registration and Financial Services Center at the Westbrook College Campus.

Special College Programs

College Exploratory Program (CEP)

The College Exploratory Program is offered to secondary school juniors and seniors from York and Cumberland counties, Maine. CEP allows qualified students the opportunity to enroll in college-level courses during their secondary school years. Interested candidates should contact the Admissions Office for further information.

Directed/Independent Studies

Undergraduate students at the University maybe provided the opportunity for Directed/Independent Studies. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project or a reading program. A learning plan should be carefully worked out by the student in consultation with the professor under whose direction it will be carried

out. Contracts must be approved by the supervising professor, the chair/director of the department/program, the academic dean, and submitted to the Registrar's Office upon registration.

Third (Junior) Year Abroad

The University permits qualified undergraduate students to spend their third year in residence at a foreign university and to apply credit for the work done abroad toward a University of New England degree. The University has no special arrangements with foreign institutions, but it assists qualified students in choosing and enrolling either in supervised programs of other American institutions or in foreign institutions of learning without American supervision. Interested students should consult the Registrar's Office by October of their second (sophomore) year.

Greater Portland Alliance of Colleges and Universities

The University of New England is a member of the Greater Portland Alliance of Colleges and Universities (GPACU). This is a five member alliance between institutions of higher education in the Portland area which provides cross-registration opportunities and other activities for eligible students. For further information, see the Registrar's Office at the University Campus or the Student Registration and Financial Services Center at the Westbrook College Campus.

International Student Exchange Program

In association with the GPACU, the University also participates in study abroad opportunities through the International Student Exchange Program (ISEP). Eligible students may apply for study at a college or university in another country on a semester basis. For further information contact the International Student Advisor.

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee consists of faculty members of the Department of Biological Sciences. The major function of this committee is to offer information and advice to students interested in applying to health professional schools (e.g., medical schools, dental schools, physician assistant programs). In addition, this committee drafts letters of evaluation for students applying to these programs. Interested

students should contact their advisors to receive information regarding the protocol for obtaining a PHPAC letter of evaluation.

Accelerated Pre-Physician Assistant 3-2 Track

This five-year educational track is designed to combine a Medical Biology-Pre-Physician Assistant Track baccalaureate degree, master of science degree, and Physician Assistant certificate. The program has two components.

The undergraduate baccalaureate phase of this program includes: general biology (8 credits), general chemistry (8 credits), organic chemistry (5 credits), genetics (4 credits), biochemistry (5 credits), anatomy/physiology/pathophysiology (9 credits), cell biology (3 credits), physics (8 credits), pre-calculus (3 credits), statistics (3 credits), and other science and core curriculum courses (see page 56 for complete course list).

Pre-PA students are expected to earn and maintain a current certificate in Basic Life Support. During the first three years of study students must obtain at least 250 hours of direct patient experience (through paid or volunteer work) in a health/human services setting.

In the second phase students will begin their application for admission into the Master of Science - Physician Assistant program. Candidates must submit an application to the MSPA program by November 1st of their third year. Students are guaranteed an interview if they meet all prerequisite requirements, and a select number of seats are set aside for 3+2 candidates. An interview does not guarantee admission into the MSPA program. A completed application consists of the following:

1. Completed Physician Assistant Program application form including a personal statement which describes:
 - a. your understanding of the role of the physician assistant and the key issues in your life which have influenced your decision to become a PA
 - b. your perception of the major health care issues facing our society today and how, as a PA, you intend to contribute to their resolution and
 - c. how these contributions relate to the UNE Physician Assistant Program's mission.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits which include the necessary prerequisite course work.

4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. Official transcript(s) must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.
6. Official GRE results which must be sent directly from the testing service to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 3.30 in all natural science courses and an overall GPA of 3.00. The natural science GPA for students who transfer into the accelerated Pre-Physician Assistant 3-2 Track is calculated by all courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. The overall GPA is based solely on courses taken at UNE. Transfer students enrolling in the accelerated Pre-Physician Assistant 3-2 Track must be in residence as a full-time matriculated student for four semesters at UNE.

Enrollment in the accelerated Pre-Physician Assistant 3-2 Track does not guarantee admission into the Master of Science - Physician Assistant program. In the event a student does not proceed into the master's level program, it is the student's responsibility to plan for timely completion of the Medical Biology-Pre Physician Assistant Track baccalaureate program.

Students from the accelerated Pre-Physician Assistant 3-2 Track who are admitted into the Master of Science - Physician Assistant program will receive a bachelor's degree upon successful completion of the first-year of graduate PA studies. After successful completion of the second year of the graduate PA curriculum, a Physician Assistant Certificate, and a Master of Science - Physician Assistant degree, will be awarded.

Students should consult their academic advisor for additional information regarding this program.

CAS/COM 3-4 Program

Qualified CAS undergraduate students who wish to become a Doctor of Osteopathy (D.O.), may apply for early admission to the College of Osteopathic Medicine at the University of New England following their third year. This "3-4 Program" allows mature, qualified CAS students to complete an undergraduate degree and Doctor of Osteopathy degree in seven years. The program is for students admitted to CAS in the Medical Sciences Track in the Medical Biology Major (page 55). Recommended policy and procedures for this program follow:

- Complete admission requirements of the College of Osteopathic Medicine of the University of New England (see the COM Catalog medical college admission requirements.)
- Complete CAS graduation requirements for both the Medical Sciences Track in the Medical Biology major and the CAS core curriculum.
- Successful completion of the first year of COM courses for which 30 hours of credit will be awarded towards meeting the undergraduate degree.
- Seventy-five percent (75%) or 90 credit hours of the total required credit hours for a baccalaureate degree must be completed prior to matriculation in COM.
- In order to qualify for the 3-4 Program, students must satisfy a two-year residency, which requires that at least two thirds (60 credit hours) of the undergraduate requirements, be taken while in CAS.
- Students entering the 3-4 Program should declare their intention by the end of their second year at the Registrar's Office and with their advisor.
- To remain in good standing, students in the 3-4 Program must maintain a UNE cumulative grade point average of 3.00 or better (on a scale of 4.00) for all subjects and a science GPA of 3.00 or better.
- Students should apply to COM at the end of the fall semester of their third year. They will undergo the regular admission process as indicated in the UNECOM catalog and be evaluated by the Admission Committee of COM. Students are strongly advised to seek regular advice, counseling, and support from the Pre-Health Professions Advisory Committee (PHPAC). Continuing support of 3-4 students by the PHPAC requires demonstration of academic strength, personal motivation, and sufficient maturity to indicate probable success in the Osteopathic Medical Program.
- 3-4 students who fulfill requirements as described are assured of receiving full consideration by the Admissions Committee for admission to COM.
- Students are encouraged to take the MCAT in April of their second year.
- During their first year at COM, 3-4 students will also be CAS students and are therefore encouraged to continue to seek counsel and guidance of PHPAC of CAS.
- First year 3-4 COM students will submit a "Request for Degree" to the Registrar during the first week of their second semester and will be awarded a baccalaureate degree upon satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Internship at Bigelow Lab for Ocean Sciences

Students work at the Bigelow Laboratory for Ocean Sciences (a UNE-affiliated oceanographic lab in West Boothbay Harbor, ME) for a semester or summer, and receive 1 credit for every 40 contact hours. Three-credit internships are preferred but not mandatory. Activities range from laboratory research to field programs aboard oceanographic research vessels. Students submit a Learning Agreement for the approval of the Department of Biological Sciences Chair. Approval also must be granted from the Bigelow Laboratory Educational Coordinator in order to match each intern with the appropriate Bigelow Laboratory scientist. Grades are determined by a sponsoring faculty member and are based on the student's project.

Undergraduate Certificate Programs Secondary Education

The University of New England offers courses needed for secondary education in the certification areas of history, mathematics, English, languages and sciences. The official authorization regarding certification requirements is issued by individual state departments of education. See information provided under the University's Department of Education for requirements.

Cooperative Education

The University of New England recognizes that learning can take place in work environments as well as in the classroom. As a consequence, the University has developed a range of programs designed to extend learning environments beyond the classroom.

Students are able to participate in work practice, take advantage of internship programs such as the Governmental Services Program, and volunteer programs, as well as the Cooperative Education Program.

Credit is earned for learning experiences that are taking place under supervision. Depending on the work assignment a cooperative education work plan may either be full time or part time. Work assignments allowing for personal growth and development permitting skill acquisition and career exploration are available. The academic project consists of a paper or project within the framework of the stated learning objectives under the direction of a faculty sponsor. A full-time work experience carries the equivalency of six credits; a part

time work experience has the equivalency of three credits. The academic project is equivalent to one course.

Evaluation is a joint venture between the employing corporation, governmental agency or unit, and the University. Grading is on a pass/fail basis for the work experience. The academic project may be graded on a letter scale or pass/fail basis at the option of the student.

A maximum of eighteen credits in cooperative education is allowed toward the number of credits required for graduation. Cooperative Education arrangements are available during any semester following the successful completion of the first year.

Note: The Nursing Program Cooperative Education is non-credit bearing. Nursing requires a cooperative education experience during summers between the first-second, second-third, and third-fourth years. Nursing students should contact the Nursing Program Department for further information concerning this area of cooperative education experience.

Continuing Education and Summer Sessions

The Office of Continuing Education (OCE) identifies and responds to the educational and professional development needs of diverse individuals and groups within the broad interpretation of the mission of the University.

The OCE serves as a focal point for the development of new programs, utilizing flexible scheduling, directed independent study, experiential learning, professional internships, distance education, and other alternative modes of instruction and learning.

During the summer, both campuses are especially attractive settings for a wide variety of programs in both credit and noncredit learning, as well as recreational activities. Besides the traditional summer course offerings for academic credit, other summer programs include workshops for educators, the Coastal Marine Ecology program for high school students, camps, conferences, and other community-oriented educational activities.

The OCE welcomes individuals who wish to take a course in the early stages of degree programs, for meeting other educational goals, or for personal enrichment. Although there is no limit to the number of credits an individual may take as a Continuing Education student, only twelve (12) of these credits may be applied toward a particular major at UNE without having to

pay the difference between Continuing Education rate and matriculating rate. Daytime, evening or weekend courses may be taken during the fall and spring semesters, or summer session. Arrangements can be made to earn either undergraduate credit, graduate credit or continuing education units (CEU's).

The OCE also provides customized education and training programs, including Certificate Programs in UNE It, Project Management, and a variety of other Management and Leadership Certificate Programs to agencies, organizations, and corporations. Many of the above programs may be delivered on campus or on-site.

For information, registration materials and schedules, contact the Office of Continuing Education at 207-283-0170, extension 4412, or in Portland, Maine, 207-797-7261, extension 4412.

Student Enrollment Status

The University of New England classifies student load status for purposes of financial aid (FA), loan deferments, and/or Veterans Administration (VA) educational benefits. The following table applies credit hour enrollment to full-time, 3/4 time, or half-time status:

Classification	FA &Deferments	VA
Undergraduate		
Full-Time	12.0	12.0
3/4 Time		9.0
Half-Time	6.0	6.0
Organizational Leadership		
Full-Time	9.0	9.0
3/4 Time		6.7
Half-Time	4.5	4.5

Graduate Programs (*Master of Science in Education, Master of Science in Occupational Therapy, Master of Science — Physician Assistant, Master of Physical Therapy, Master of Social Work*)

Full-Time	6.0	6.0
3/4 Time		4.0
Half-Time	3.0	3.0

Graduate-Level Certification Programs

Addictions, Gerontology, Certificate of Advanced Graduate Study in Educational Leadership, Graduate Certificate in Public Health

Full-Time	6.0	6.0
3/4 Time		NA
Half-Time	NA	NA

Special

Master of Science — Nurse Anesthesia/Master of Nurse Science

Full-Time	Full-Time
-----------	-----------

(unless special arrangements are made for less than Full-Time)

College of Osteopathic Medicine

Full-Time	Full-Time
-----------	-----------

(unless special arrangements are made for less than Full-Time)

Financial Information

Undergraduate Tuition and Fees

(Note: Graduate students please refer to graduate section of this catalog, page 190).

Full-Time	Fall 2002	Spr 2003	Total
Tuition	\$8,915	\$8,915	\$17,830
Room and Board**	\$3,550	\$3,550	\$7,100
General Svcs Fee*	\$ 630		\$ 630
Total Full Time	\$13,095	\$12,465	\$25,560

*University Campus only (for 2002-2003); General Services Fee for Westbrook College Campus is \$300 for one year.

**Double Occupancy

Annual Charges for 2002-2003

	UC	WCC
Resident Students	\$25,560	\$25,230
Commuter Students	\$18,460	\$18,130

Other Tuition Notes

Scope of Tuition: Tuition for full-time undergraduate students covers a course load from twelve to eighteen hours per semester. A course load in excess of eighteen hours requires prior academic approval and will be subject to an overload charge of \$640 per credit hour.

Part-Time Matriculating: \$640 per credit hour.

Organizational Leadership: \$305 per credit hour.

Deposits and Fees

Reservation Deposit

A nonrefundable \$100 deposit is required in the spring for all returning full-time matriculating students prior to fall registration scheduled in April. This deposit is later credited on the fall billing.

Room Deposit

A \$50 deposit is required in the spring for a continuing resident and is payable prior to acceptance of the fall room and board contract scheduled for approval in April. This deposit is refunded subject to a year end inspection for damages.

Single Room

A limited number of single, suite style rooms, are available on a first come first serve basis at an annual cost of \$7,970. A few rooms in Frederick Hall are not large enough for double occupancy and are offered at \$7,700. Priority is given to fourth, then third year students.

General Services Fee

(At the University Campus, 2002-2003)

Undergraduate - This \$630 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

1. Orientation/educational assessment testing program designed to introduce new students to UNE. Includes cost of food, testing, student housing, and entertainment.
2. Graduate activities including cost of banquet, speakers, and diplomas.
3. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
4. Health Center services providing high quality health care services.
5. Campus Center featuring a gymnasium, running track, pool, fitness center with racquetball courts, snack bar, and bookstore.
6. Athletic events including intramural programs and all intercollegiate home games.

(At the Westbrook College Campus, 2002-2003)

Undergraduate - This \$300 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

1. Orientation/educational assessment testing program designed to introduce new students to UNE. Includes cost of food, testing, student housing, and entertainment.
2. Graduate activities including cost of banquet, speakers, and diplomas.
3. Health Center services providing high quality health care services.

Health Insurance

Students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. The rates for the 2001-2002 year were published as follows:

	Annual 9/1/01-8/31/02	Spring 2/1/02-8/31/02	Summer 6/15/02-8/31/02
Student	\$490	\$330	\$125
Spouse	\$1225	\$825	\$310
Children	\$735	\$495	\$185
Spouse & Child(ren)	\$1,960	\$1320	\$495

Please refer to the insurance brochure for additional information.

Student Malpractice Insurance

There is a mandatory malpractice insurance for the students involved in clinical training rotations at a cost of \$20 per year.

Laboratory and Student Teaching Fees

Fees are charged to students who enroll in laboratory, computer, student teaching, or other designated courses. The fee is listed in the official course schedule published at the time of registration. Dental Hygiene and Nursing program courses have special laboratory fees as well. Please refer to semester course schedules for fee structures.

Late Registration

Students who register after the published deadline will be required to pay a \$75 late registration fee.

Parking Fee

Each student parking a vehicle on campus for extended periods of time must purchase a parking permit at the cost of \$30. Failure to register a vehicle will result in a fine of \$25.

Summer Session

Courses are open to any student on a direct registration basis. Tuition is \$190 per undergraduate credit. Contact the Office of Continuing Education for more information and course listings.

Withdrawal Tuition Refund Policy

Course changes for matriculated students are allowed during the add/drop period during the fall and spring semesters. After the add/drop period, no refunds are made for course withdrawals.

Tuition Refund

Refunds for students leaving the institution during a semester will be made as follows after deducting reservation/admission deposits:

Fall & Spring Refunds

During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refunds

Summer or other Special Sessions Refunds

(3 - 8 week periods)

During first week	40%
During second week	20%
Over two weeks	No refunds

Please Note: Any undergraduate student who intends to withdraw from the University will be required to go through the withdrawal process. He/she must first see the Dean of Students to obtain the necessary forms. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the Dean of Students after receipt of withdrawal forms from the student shall be considered official and that date will be used by the Business Office to compute any refunds due to the student.

Room (35% of Room and Board Rate)

There will be no refund of the room charge for the semester after the room has been occupied. A student obtaining permission to break the Residence Hall/Dining Service Contract by moving off campus for the spring semester will be billed 50% of a double room rate for that semester.

Board (65% of Room and Board Rate)

If a student withdraws during the semester, a refund for board charges will be effective from the first of the following month.

Other Fees

After registration there shall be no refund of lab fees or other annual fees.

Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student or parent is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan, consistent with Federal guidelines. Refunds will not be made in the case of absence, dismissal or suspension.

Leave of Absence Tuition Credit Policy

In the event a matriculating undergraduate student desires to apply for a leave of absence, a Leave Form must be submitted to the Dean of Students. The form will include the reason for leaving as well as the expected date of return. An approved leave of absence will result in credit towards the student's tuition upon resumption of attendance. Failure to return on the date agreed will result in a withdrawal from the University and the leave of absence credit will be subject to the refund policy for withdrawals. For more information see page 26.

A student in the military reserves will be granted a full leave of absence tuition credit should the student be called to active duty while attending courses during any given semester. Tuition credit will be applied to future enrollment. In the event a student becomes incapacitated and cannot return to UNE, a credit refund will be issued.

Room, board, and fees will be subject to regular withdrawal policies. Leave of absence credits are as follows:

Fall & Spring	Credit
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Payment Options

The person or persons responsible for tuition and fee payments (whether it be a student, their parent(s), or guardian(s)) may pay the charges as they come due each semester or in accordance with UNE's ten

month installment or deferred loan plans. They may also arrange to pay by using a combination of these payment arrangements.

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of families using guaranteed student and parent loans, or other tuition payment programs. Both long and short term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at the University Campus, or at the Student Registration and Financial Services Center at the Westbrook College Campus, at any time.

In addition to the following options for payment, UNE accepts Mastercard, Discover, and VISA cards.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month.

Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue accounts are not eligible for academic credit, transcripts, or degrees.

Option I: Payment by Semester

About July 15 a bill will be sent for the tuition, board, room rent, and fees for the fall semester. Payment on this bill is due August 15th. Payments from the family, or any other cash payments will appear on the bill as credits. Awarded financial aid will appear as authorized or memoed on the bill. The balance due is the difference between all charges, credits, and reported credits. The bill for the spring semester will be sent about December 1 and is due on January 10.

Option II: Monthly Payment Plans

The UNE Ten Pay Payment Plan spreads the full year charges over ten months beginning June 1st. This plan is designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

Application Deadline

Students and/or their parents are urged to apply by May 15th. Applications made after the start of the program (June 1st) must be accompanied by an initial payment sufficient to become current with the regular 10 month payment schedule. Applications for the 10 month plan will not be accepted after August 15th.

Important Notes

1. UNE requires the responsible party to sign a guarantee card as part of its registration process. The card establishes the person(s) financially responsible for the student bills.
2. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
3. UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Trustees, however, reserve the right to make changes in tuition and fees at any time.
4. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. People's Heritage Bank (PHB), which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus. For those students who have PHB checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus.
5. The University will not be responsible for the loss of property on- or off-campus although it strives to safeguard students' property on campus.
6. Students are expected to pay for books at the beginning of the semester. At the Westbrook College Campus, there is a Dental Hygiene "kit" charge of about \$1,020 in the fall semester. Third-year students in this program will pay up to an additional \$400 for supplies. Books, supplies and other items available at the University Bookstores may be paid for with cash, check, Master Card, VISA, Discover, and American Express cards.

Financial Aid

The Financial Aid Office is committed to assisting students in finding the financial means necessary to achieve their educational goals.

Each year the Financial Aid Office publishes a Financial Aid Handbook for incoming students. This handbook contains comprehensive details regarding the various financial aid programs available and the application procedures for students looking for aid. The following sections provide a brief overview of the programs and procedures. Students looking for more complete information should review their Financial Aid Handbook, or visit the Financial Aid Web Site at: www.une.edu/finaid.

Types of Financial Aid

Grant / Scholarship Programs

University- and **Federally-**funded programs with varying amounts depending upon a student's eligibility. Some specific programs are noted below:

Professional Nurse Traineeship Grants- These federal grants are awarded to all first year Nurse Anesthesia students, regardless of financial need.

Nurse Anesthesia Traineeship Grants- These federal grants are awarded to second year Nurse Anesthesia students with the University of New England clinical affiliation, regardless of financial need.

Agnes M. Lindsay Trust Northern New England Physician Assistant Sponsorship Program- This is a donor-sponsored competitive scholarship designed to encourage Physician Assistant students to practice primary health care in rural areas of northern New England. Applicants must come from rural communities (defined as 20,000 people or less) in Maine, New Hampshire, or Vermont, have a strong commitment to primary care practice, and have intentions to return to a rural community in one of those states.

Master of Social Work Scholarships- These scholarships are awarded to new and returning students in the Master of Social Work program. The School of Social Work determines award selection criteria and award amounts. Interested students should contact the School of Social Work for more information.

Employment Programs

Federal Work Study Program

For more information concerning employment opportunities please contact the Work Study Coordinator at the University Campus.

Federal Student Loan Programs

Student loan programs are in the form of long term, low interest loans that require a student to begin repayment no earlier than 6 months after they leave school, or drop below half-time enrollment (unless otherwise noted). Depending upon the total amount borrowed, students may have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time through the Federal Perkins Loan, Federal Subsidized Stafford Loan, and the Federal Unsubsidized Stafford Loan.

Alternative Loan Programs

Privately-funded Alternative Loan programs are available to graduate students who have a satisfactory credit history. Alternative Loans should be used only after all other types of financial assistance have been explored, as they generally are more expensive than other types of student loans. The Financial Aid Office maintains a listing of recommended Alternative Loan programs; this list is mailed to students with their Financial Aid Award Letter.

Student Affairs

Mission Statement: The Division of Student Affairs at the University of New England provides quality programs and services that enhance the academic experience, enrich student life, and encourage personal growth. Students are afforded the opportunity to achieve their optimum potential as scholars, individuals, and as members of the global community through participation in intellectual, social, cultural, recreational, spiritual, leadership, and governance programs. With commitment to the development of community, the staff of the Student Affairs Division reflects the values of integrity, inquiry, service, perseverance, and caring.

The Division of Student Affairs consists of a wide variety of student services on both campuses including: Athletics (Men and Women) and Recreation; Campus Center, Finley Center and respective fitness programs; Counseling and Career Center; Proctor Center; Adult Learner Services; Housing and Residence Life; Office for Students with Disabilities; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as resource or liaison to other services including Religious Services information, Dining Services, and University Health Care. You are invited to visit our web site, www.une.edu, where you will find additional information about Student Life at the University of New England.

URL: <http://www.une.edu/admin/sl/main.html>

New Student Orientation

UNE recognizes that embarking on an academic career requires many adjustments, whether a student is new to college life, transferring from another institution, returning after an extended period of time away from college, or returning for an additional degree. New Student Orientation prepares students and their family members for the challenges of University life. A significant component of UNE's orientation program is the creative input and leadership of upperclass students. Student leaders on both campuses draw upon their own first-year experiences in order to provide a program that is responsive to the needs of incoming students.

Summer orientation sessions focus on academic assessment for proper course placement, academic advising, and registration for fall courses. In addition, time is also dedicated to activities and programs affording new students the opportunity to get to know faculty, staff, and their future classmates in a more relaxed and informal setting.

University Campus

Students entering the University Campus may opt for a traditional orientation session, or for one of three possible experiential programs which may encompass canoeing, hiking ("Trailblazer"), or community-service.

UNE's four-day "Trailblazer" orientation, led by peers and administrative staff, provides outdoor enthusiasts an opportunity to experience a Maine camping and canoeing or hiking experience led in June by upperclass leaders. In addition, the University Campus recognizes the orientation needs of transfer students (with more than nine credits) are somewhat different, hosting a special one-day session in August.

Westbrook College Campus

Understanding that the needs of commuter students and adult learners vary from those of the residential student, the Westbrook College Campus hosts a one-day Academic Enrichment session in early August and a Campus Orientation Day in late August. In addition, residential students will attend a residential and campus orientation prior to the start of the semester during the Labor Day weekend period. As with the University Campus, orientation to the Westbrook community focuses on programs, services and information essential to the entering student.

Welcome Back Week

An equally important part of New Student Orientation for both campuses is our Welcome Back Week. Workshops designed to assist students and their family members with their unique adjustment needs to UNE, are presented by current students, administration, staff and faculty.

Additional information about orientation activities and programs is available through the Office of Student Activities on the University Campus at ext. 2447 or through Student Affairs on the Westbrook College Campus, ext. 4269.

Residence Life

Residence hall living is the very heart of student life, for it is here that each student makes his or her home. Since campus living is an integral part of each student's college experience, the University has a three (3) year residency requirement. Students eligible to live off campus must be living with a legal relative or have earned 90+ credit hours. Senior undergraduate students (fourth-year students) or those Students 22 years of age and older may petition for exemption through the Office of

Housing & Residence Life. Each residence hall is supervised by Resident Assistants (RA's) who have campus living experience and have been selected to serve as a peer support person in the halls. They have received special training in University policies and procedures and in emergency protocols. It is the purpose of this student team, under the direction of the Office of Housing and Residence Life, to maintain appropriate community life. An extremely important function of the resident assistants is their availability to residents, to answer questions and to refer students to the proper resource for help and service. They also sponsor a range of social, educational, and recreational programs for the students in the halls. Professional-level staff who live on campus support the Resident Assistants in helping to create a healthy and supportive living environment.

There are a number of housing options for residential students. On the Westbrook College Campus there are two undergraduate residence halls, Ginn and McDougall, and a graduate residence hall, Linnell Hall. On the University Campus there are five traditional residence halls, Assisi, Siena, Padua, Avila - historically an all women's hall, Frederick (Freddy), and two new suite-style halls for upperclass students. Additionally, the University controls limited alternative housing adjoining campus, which historically has been used by medical or graduate students. Halls on both campuses are coed. On the University campus a coed-floor option is also available.

In addition to the Resident Assistant positions, leadership opportunities are also available through the Residence Hall Council on each campus.

Specific information concerning residence hall policies, procedures and services, as well as University rules and regulations is contained in the Student Handbook. The basis for all University policies is the creation of a positive academic community, including respect and consideration for all members.

URL <http://www.une.edu/studentlife/housing/index.html>

Counseling & Career Center and Office for Student With Disabilities

Counseling Center

UC: Decary 109 ext. 2549

WCC: Proctor 320 ext. 4233

URL <http://www.une.edu/admin/sl/ccosd/counsel/main.html>

Assistant Dean: John R. Langevin, Ph.D., jlangevin@une.edu

The Counseling Center offers a variety of services which address the psychological well-being of the student population. Doctoral and Masters level clinicians provide individual and couples counseling, as well as workshops, special issues groups, and informational sessions. Counseling is confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. There is no fee for services.

Career Services

UC: Decary 102, ext. 2817

Judy Bellante, jbellante@une.edu

WCC: Proctor 102, ext. 4237

Judy McManamy, jmcmanamy@une.edu

URL <http://www.une.edu/admin/sl/ccosd/career/index.html>

The Career Services office helps students with career and life planning. Career advising and assessment are available for students who need assistance with clarifying skills, interests and career goals, and developing job search strategies. Special topic programs are presented throughout the academic year. The resource libraries contain information about careers, job seeking and potential employers, as well as access to CHOICES, a computerized career guidance system.

Office for Students with Disabilities

UC: Stella Maris, Room 128, ext. 2815

WCC: Proctor 318, ext. 4418

schurch@une.edu

URL <http://www.une.edu/admin/sl/ccosd/osd/main.html>

The Office for Students with Disabilities (OSD) provides the student with documented disabilities reasonable accommodations in order to assure equal access to the University's programs and services.

Adult Learner Services

Adult learner services and commuter advocacy are important components of the programs and activities which are sponsored by the Proctor Center on the Westbrook College Campus. Commuter and non-traditional students can find support and help meeting their special needs and concerns. The Commuter Council is a student group formed to advocate for issues affecting commuters of all ages.

URL: <http://www.une.edu/admin/sl/stuaffairs/wcc/proctor/webdesigns/adultlearn.html>

Athletic Department Intercollegiate Athletics

The University of New England Intercollegiate Athletic Program is administered and organized to offer highly skilled male and female student-athletes, fair and equal opportunity to pursue athletic interest through various varsity sports programs.

The University of New England adopts its philosophy from the National Collegiate Athletic Association Division III philosophy, as found in the National Collegiate Athletic Association Manual, section 20, under Division III Membership Requirements. This organization believes athletics to be an integral part of the university's total educational program. It is the Athletic Department's aim therefore, to offer student-athletes experiences that can provide a basis for physical, emotional, intellectual, and social growth.

The welfare and success of each student-athlete is a major focus of the Athletic Department. Student-athletes are required to progress steadily toward completion of their degree. In addition, student-athletes are expected to act as positive role models for their peers, university community, and society at large. A chief objective of intercollegiate athletics at UNE is to attain and maintain top quality, competitive programs at the local, state, district, and national levels.

Intercollegiate competitions for men are in basketball, cross country, lacrosse, soccer, and golf. For women competitions are in basketball, cross country, lacrosse, soccer, softball, and volleyball. In addition to NCAA membership, UNE also holds membership in the Eastern Collegiate Athletic Conference (ECAC) and the Commonwealth Coast Conference. For more information about the programs available to students on both campuses, contact the Athletic Department Office at the University Campus, ext. 2499.

URL: <http://www.une.edu/admin/sl/athletics/main.html>

Athletic Training

A staff of certified trainers and student athletic trainers provide maximum care for athletes throughout the year. Daily on-the-field coverage of practices and games ensures the proper treatment and management of any injuries that may occur. The direct involvement of student athletic trainers provides education and practical experience as they progress through their academic program. Throughout their school years they are given

the opportunity to complete the necessary requirements to take National Athletic Trainers Association Certification Exam. Those who wish to simply gain further understanding of the field of athletic training may do so. The benefits of this program are not limited to the University alone, as staff and students serve up to 1500 high school athletes from three area schools each year as well as recreational athletes from surrounding communities.

Recreational Sports

Recreational Sports are active programs available to those on both the University Campus and the Westbrook College Campus. The mission of the Recreational Sports program is to provide fun and safe activities for the entire UNE community. There are both competitive and non-competitive sports events, as well as recreational activities for everyone. It is the philosophy of the Recreational Sports office that programs are inclusive of all individuals, no matter what skill level or ability one possesses.

Recreation programs offer undergraduate and graduate students, faculty, staff, and administration an opportunity to engage in a wide variety of recreational activities. These activities are open to all men and women, and include both team and individual sporting events.

The Recreational Sports programs change in response to demand and may include: Intramural Sports; Leagues and Tournaments; Extramural Sports; Competitive Club Sports teams which may include:

- Men's Volleyball
- Dance Team
- Ski Racing Team
- Tennis
- In-Line Hockey
- Men's Basketball
- Field Hockey
- Karate
- Swim

In addition, we capitalize on the University Campus' proximity to the Saco River and the ocean and offer waterfront activities.

All club sports are sponsored by the Undergraduate Student Government and the Club Sport Council. The Club Sports Council consists of individuals from both campuses who participate in the Club Sports program. They act as the governing body to all the club sport teams offered here at UNE. The Council works directly with the Director of Recreational Sports to offer an extensive club sport program.

Student Governance

Student government experiences are an integral part of student life at the University of New England. These experiences provide a broad opportunity for leadership as well as experience in organizational structure, planning and budgeting. The UNE Student Government representatives play an important role in creating a cohesive University community through their work with varied student populations as well as administration, trustees, faculty, and staff. They accomplish this through their endorsement of various clubs, organizations and student events, in addition that address academic issues as well as a number of other issues that affect student representation at UNE. Student activity fees are applied to the budgets for each student government. There are four student governments within UNE: Student Government Association (SGA - undergraduate) on the Westbrook College Campus; the Undergraduate Student Government (USG) on the University Campus; the Student Government Association (SGA – COM) of the College of Osteopathic Medicine; and the Graduate Student Government.

The Representative Committee

The Representative Committee is a collaborative group which bridges all student levels (undergraduate, graduate, and medical) and Student Government units within the University of New England. It is made up of representatives from all units of Student Government and is advised by the Dean of Students.

Student Trustee and Student Trustee-Elect Positions

The position of Student Trustee was created by students and approved by the Board of Trustees. It serves as the means by which students play an integral part in the decision-making process at the University of New England. The student holding this position plays a dual role, serving as a: 1) representative of the entire student body and 2) Trustee for the University of New England. It is the intention of this position to foster the continued link between administration and students.

In addition to the Student Trustee position, a Student Trustee-Elect position was created. The Student Trustee-Elect will become familiar with the roles and responsibilities of the Student Trustee in preparation for assuming that position.

Co-Curricular Activities and Cultural Affairs

Campus activities play an important part in the total education of the student at the University of New England. All members of the University community are encouraged to involve themselves in a variety of activities.

Co-Curricular activities are planned and sponsored by a wide range of campus constituencies including administrative, departmental, student government, student programming boards, residence halls, clubs, sports teams, and others. Activities range from educationally-based programs and lectures, performing arts, and discussions on current issues to social opportunities, recreation and fitness programs, and concerts. Programs and services are open to students on both campuses. Each campus sponsors its own traditions such as Charter Day and the annual Spring Variety Show.

On the University Campus, The Core Connections Program is a lecture and performance series, coordinated by Faculty and University Administrators, accentuating the undergraduate Core Curriculum. Each year the Core highlights different themes such as: Environmental Awareness, Social/Global Awareness, Critical Thinking and Problem Solving, Citizenship, and Diversity. Core Connections invites faculty, administration and students from different Academic Disciplines to learn together. The series strives to empower students to embrace a life of active learning and community involvement.

The Westbrook College Campus supports long-established and respected art and cultural series and collections. The annual Richard F. Bond Enrichment Series offers concerts, classic and contemporary films, readings, dance programs, and exhibitions from both local and national artists and experts. The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The Maine Women Writers Collection, housed in a special wing of the Abplanalp Library, is a special assemblage of literary, cultural, and social history sources by and about women authors, either natives or residents of Maine. These sources document and illustrate the times, circumstances and experiences of Maine women writers, revealing their public actions and private thoughts. The Westbrook College Campus Art Gallery, opened in 1977, highlights specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery periodically is the

venue for special exhibits, and is open to the University community and the public.

Due to the close proximity of both the Portland and Boston areas, many students, either on their own or on college-sponsored group trips, take advantage of the opportunity to attend concerts, plays, museums, sporting events, and other activities.

Health Services

University Health Care is comprised of the Sanford Petts Health Center and Alford Center (Manipulative Medicine) on the University Campus, and the Student Health Center on the Westbrook College Campus. In addition, there are other off-campus health center operations, including a Family Practice & Manipulative Medicine Health Center in Saco, Gastroenterology in Portland and Manipulative Medicine in South Portland and Falmouth. As a health care system, our goal is to provide high quality health care services to the public and to the entire UNE community, including students, student dependents, faculty, staff and their dependents. Under the direction of an osteopathic physician, the centers feature three Residency Programs and operate as model ambulatory-care facilities providing an integrated approach to the following services:

- * Family Practice
- * Physical Therapy
- * Internal Medicine
- * Orthopedics
- * Pediatrics
- * Individual Counseling
- * Gynecology
- * Sports Medicine
- * Gastroenterology
- * Osteopathic Manipulative Medicine
- * Laboratory, x-ray & Ultrasound services

Students needing specialized care are referred to Mercy Hospital or Maine Medical Center in Portland and Southern Maine Medical Center in Biddeford. All full-time students may use the services of University Health Care: please note that certain specialty services, including laboratory, are billable to your insurance.

Note: The University of New England offers a student health insurance plan which may be purchased. All students must have insurance coverage at least comparable to the University coverage, and will be required to provide proof of coverage if not purchasing the University-offered plan.

University Health Care also takes an active role in the health maintenance of an individual and establishes these goals:

- a) Promotion of health through campus-wide programs.
- b) Informed individual participation in health decisions.
- c) Prompt and effective attention to all health care needs.

Appointments are required for routine office visits and non-emergency procedures. Urgent problems will be evaluated, treated, or referred based on their severity.

Immunizations

All incoming (new) matriculating students, and returning students entering certain health-related programs, are required by Maine State Law and/or University mandate to show proof of immunization. Specific information regarding required immunizations is distributed by Admissions and/or your academic program department. All students on either campus (undergraduate, graduate, and medical) must submit their immunization documentation to the Office of Graduate and Medical Student Affairs, Stella Maris Building on the University Campus in Biddeford. Basic questions about receipt of forms and compliance with State immunization mandates, may be directed to Graduate and Medical Student Affairs, ext. 2430. Technical questions about immunizations, titers, or acceptability should be directed to University Health Care, ext. 2358. If immunizations or examinations are required by your academic program, please contact your academic program office. ***If State-mandated immunizations are not completed with five (5) business days after the beginning of classes, students may be disenrolled from courses at UNE.***

Westbrook College Campus Community Dental Hygiene Clinic

Another component of health care services at UNE is the Westbrook College Campus Dental Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook dental hygiene students gain their first practical experience working with the public in this modern, 32-chair clinic. The public enjoys a variety of dental hygiene services at a greatly reduced cost. UNE Students are provided treatment at a nominal charge.

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part

of a student's educational experience, patients should expect extended appointments two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at ext. 4980.

URL: http://www.une.edu/chp/dh/dhp_clinic.html

Food Services

The University Dining Service Program provides flexible dining plan options for both resident and commuter students on both campuses. All undergraduate resident students are required to participate in the University Dining Service program. Commuters are welcome to participate in a convenient declining balance program where money is "applied" to a student ID card. Monday through Friday, three meals a day are served in the dining hall on each campus; brunch and dinner are available on weekends. A wide variety of entrees, pasta selections, fresh salad bar, sandwich bar, dessert and beverages are offered. Students with special dietary or scheduling concerns are encouraged to work with Dining Service Management. On the University Campus, meals and snacks are also available at "The Hang" in the Campus Center, and cafe service is offered during the academic year in the Alford Center for Health Sciences. Holiday meals and specialty nights are offered periodically on both campuses. In addition, the residence halls and various organizations plan special evenings of their own with full cooperation of the Dining Service. Students are encouraged to participate in meal planning and to forward suggestions. Special services are also available including birthday or exam-week treats, party platters, pizzas, or other catering arrangements. Details about campus dining are available from Dining Services or Student Affairs.

Student Discipline

The close communal life of residence living, classroom activities, and other daily contacts necessitates a constant awareness by each member of the University community concerning the rights of the other person and of the majority. When it becomes evident that an individual cannot or will not accept the responsibility for community life necessary for the good of its members and the University, disciplinary action becomes necessary.

Disciplinary action is normally administered under the supervision of the Dean of Students. The process is based on an educational philosophy and is designed to safeguard both the interests of the students and the University community. A full explanation of the University Judicial Process can be found in the Student Handbook.

Campus Center - University Campus

The Campus Center is a 56,000 square foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 “state of the art” Cybex Weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and a 12,000 square feet of gymnasium space with a tenth of a mile indoor track. The front section of the building features a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and Multipurpose Rooms. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the community fitness program called BodyWISE Center for Health and Fitness are available to matriculating students enrolled in non-distance learning programs. In addition, the Campus Center is the largest student employer on the University campus.

URL:<http://www.une.edu/admin/sl/ccbwise/index.html>

Finley Center- Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, wellness, and sporting events are held in the facility. Recreational activities include basketball, volleyball, baseball, softball, indoor tennis, floor hockey, wiffle ball and roller hockey. The gymnasium also hosts several community events including local high school and AAU basketball games, craft fairs, art fairs, blood drives, AIDS quilt display, and community recreational sporting events.

The 1,500 square foot fitness center is located on the second floor of the facility, overlooking the gymnasium. The fitness center is equipped with a complete circuit of Cybex strength training equipment, treadmills, stair climbers, hip sled, stationary cycles, rowing machine, free weights & dumbbells, and stretching mats. Monthly

fitness challenges are offered throughout the academic year. Other services available by appointment include fitness assessments, fitness prescriptions, body composition testing, blood pressure screening and equipment orientations.

The 1,500 square foot multi-purpose room is the site for wellness and special classes. Located on the lower level of the facility, classes include; self-defense, tai chi, yoga, Irish dance, CPR and first aid. Classes are offered during the academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Most classes and programs are FREE for UNE students, staff and faculty. A minimal cost is charged to non-UNE affiliated community members, family alumni, and guest members.

For facility hours or questions concerning programs/events please call the Finley Recreation Center front desk at 207-797-7688 ext. 4349.

University of New England Libraries

The Jack S. Ketchum Library on the University Campus and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus provide UNE students, faculty, and staff with these services:

- Libraries homepage: <http://www.une.edu/library>
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases
- Over 150,000 volumes
- Over 4,000 print and electronic journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserve
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space

The Libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medicine. The Josephine S. Abplanalp '45 Library houses the Maine Women Writers Collection, containing literary, cultural, and social history sources representing more than 500 Maine women writers.

Information Technology Services

UNE's Information Technology Services department serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services (ITS) continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs. ITS is implementing an integrated University-wide information system to handle all administrative functions (registration, financial aid, etc.).

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. On the University Campus, Decary Hall houses a state-of-the-art classroom and labs of Windows (IBM) and Macintosh computers; on the Westbrook College Campus, a new IBM-compatible classroom and lab are in Blewett Hall. In lab settings, a student staff provides assistance to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computer area; there is no per-page charge.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Wireless Internet connections have been made available in many of the buildings and libraries for students with laptops on both campuses. The University is committed to implementing a Web-based portal and online registration system.

Media Services

UNE's Media Services department staff advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has multiple video conferencing units, on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

Student Records and Transcripts

Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights.

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

Student Conduct Records

Student Conduct Records and related files are maintained by the Dean of Students in the Student Affairs offices on each campus. Student conduct records/files are maintained under the Family Educational Rights and Privacy Act (FERPA).

1. All student conduct and related files are maintained by the Office of the Dean of Students for a period of no less than four years after separation from the University. Records may be destroyed at that time. Disciplinary records may be retained for longer periods of time or permanently if specified in the terms of disciplinary sanctions.
2. Disciplinary records may be voided by the Dean of Students office with the concurrence of an Appeals Committee for good cause based upon written petition by student(s).
3. Denials of petitions to void disciplinary records may be appealed to the Vice President of Academic Affairs.

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Registration and Financial Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including “directory information.” One exception to this policy is the result of a federal law known as the “Solomon Amendment” which requires the University to release directory information to military recruiters upon request. For this purpose, directory information is defined as: name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and educational institution in which a student most recently was enrolled. Information not required or permitted by the Solomon Amendment and not considered directory information under FERPA will not be released without written permission of the student.

Active students who wish to have directory information withheld from release must do so in writing on a “per-academic-year” basis. Request forms are available in the Office of the Registrar (University Campus), Student Registration and Financial Services Center (Westbrook College Campus) or Student Affairs Offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a “withhold” status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

Response Time and End-of-Term Processing

Due to production demands in registration services (both campuses), requests for student records services cannot be processed on demand. Students are advised to plan on a three-to-five day turn around on requests.

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This “end-of-term” processing is not finished for a minimum of two weeks after the last final exam. After end-of-term processing is finished, grade mailers are sent automatically to each student. Grades cannot be provided to students until end-of-term processing is completed.

For students graduating at the end of spring semester: degree verification, posting, and diploma printing/ mailing must be done after end-of-term grades are processed. Diplomas are not normally mailed for a minimum of four weeks after the last final exam. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

Transcripts

No official transcript will be issued until all financial obligations have been met.

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped “Issued to Student.”

Academic Regulations

Graduation Requirements for Undergraduates

The academic requirements outlined in the catalog at the time of a student's matriculation into a program of study are generally normative for graduation. If a student withdraws or is dismissed from the University and subsequently reenters, he/she must observe the catalog requirements in effect at reentry.

Although academic advisors are available to assist students in fulfilling major and graduation requirements, the ultimate responsibility for these matters rests with the student.

All undergraduate students entering the University fall semester, 1995, or after, must fulfill the following general requirements:

1. A minimum of 120 credits for a baccalaureate level program and 68 credits for an associate level program. For specific credits see program requirements listed under each degree/major. The minimum required credits are normally arrived at by a defined combination of:
 - a) University "core" requirements - to explore important college themes, develop crucial skills, and prepare for lifelong learning;
 - b) program, or professional requirements - to complete curricula established by the academic department responsible for the major area of study; and
 - c) general elective credit - to encourage additional study in areas of interest and to accumulate credits required for a degree.
2. Satisfactory completion of the course standards and specific requirements in the student's major program. See specific degree/major requirements in this catalog.
3. Fourth (senior) year in residence.
4. Submission, by the student, of a "Request for Degree" no later than January 15th prior to intended commencement.
5. Satisfaction of all Business Office obligations.
6. Minimum cumulative GPA of 2.0. Higher grade point requirements may apply in certain programs. Refer to departmental and degree/major requirements.

Notes:

- A fourth-year student who expects to complete degree requirements by the conclusion of the following fall semester with two courses (typically 6-8 credits*) or less of outstanding degree requirements may opt to:
 - a) Participate in the May commencement prior to his/her last semester (diploma to be issued after completion of studies); or
 - b) Participate in the May commencement following his/her last semester.
- * A student might have greater than 6-8 credits if the two courses involve clinical, practicum, or internship study.
- Learning Assistance Center, and developmental mathematics courses do not carry degree credits for fulfillment of graduation requirements, with the exception of the courses Peer Tutor Workshop and Peer Tutor Practicum.

Petition to Graduate and Receipt of Diploma

In the last year of enrollment, students who anticipate completion of all degree requirements must submit a petition to graduate. The *Petition to Graduate* form is available in the registration office, or on the website: www.une.edu/admin/reg/universityforms.html for this purpose. The completed form sets into motion all final processing towards: verification of the degree completion, correct spelling of name on the diploma, correct mailing address, and indication of plans to participate in the commencement ceremony.

If a mailing address should change after submission of the form, the student is responsible for notifying the registration office (University Campus) or the Student Registration and Financial Services Center (Westbrook College Campus) of a new address. It is the goal of registration services to verify/post degree completions and mail out diplomas within four weeks of a student's completion of studies.

Commencement is held at the end of each spring semester (usually May) and students scheduled for participation in the ceremony or completion of degree requirements per academic policy are considered to be in the "Class of...[that particular year]." Student names must be approved, on recommendation of the faculty, by the Board of Trustees prior to being authorized a degree and diploma from the University of New England.

Under some circumstances, documentation of early graduation may be possible for students who complete all of their degree requirements in a semester prior to the planned "Class of ..." ceremony. In these cases the

degree will be dated at the end of the semester in which the requirements are completed. Board approval must still be obtained, so all petitions and verifications must be completed in a timely manner. Guidelines for submission of the petition form are as follows:

<i>If graduation is anticipated by the end of--</i>	<i>Submit the Petition to Graduate by--</i>
Summer Semester	June 30th
Fall Semester	September 30th
Spring Semester	January 15th

Further information regarding graduation procedures can be obtained through the Credentials Evaluator at the Office of the Registrar, extension 2463.

Academic Load

An undergraduate student's normal academic load ranges from 12 to 18 credit hours during the fall and spring semesters. A student must register for a minimum of 12 credits per semester in order to maintain status as a full-time student. A student attempting more than 18 credits during a semester will be subject to an overload charge at the part-time per credit tuition rate.

Registration and Enrollment Confirmation

Students matriculated in any undergraduate program must be preapproved to register for courses, or change course registration, through their advisor. Advising liaisons in CAS are also available in each department to approve courses. In CHP, students may contact their program director or coordinator for this purpose. First-time students will register on appointed dates and will go through a new student orientation (see page 29). Returning students can preregister for courses at dates established in the University's academic calendar (see page 286).

Course registration must be confirmed through the Office of the Registrar. This is accomplished only after matriculated students have "cleared" all other offices on campus, i.e., Student Accounts, Mail Room, Financial Aid, Health Center, Security, or other offices through which arrangements must be made in order to become fully enrolled at the University. On-campus students must confirm their enrollment at the beginning of each semester within certain time lines by methods identified by registration services. Instructions regarding enrollment confirmation are mailed to each student. *Students who do not confirm their registration within the announced time limits are subject to a \$75 late confirmation fee.*

Students who wish to change courses must first obtain an Add/Drop Form from the Registrar's Office. Course changes are allowed during a designated add/drop period only, as specified on the current academic calendar. Tuition and/or financial aid may be adjusted, depending on number of credit hours enrolled.

Transfer students should note that they must meet all University of New England requirements to qualify for an associate, bachelor, or master degree. Adherence to this policy should be discussed fully with the faculty advisor and the Registrar before registration is completed.

A pre-matriculated student who wishes to make the transition to matriculated status must first obtain permission from the appropriate Dean. The student's academic record will then be evaluated by the Registrar who will make a determination as to the student's classification. All courses are open to qualified students who have met the necessary prerequisites.

Classification

Student-level, or classification, is pertinent to financial aid eligibility, class year, student organizations, information systems, and other post-secondary related institutions or nomenclature. The chart below is intended to clarify student classification:

Minimum Credits Earned Towards UNE Degree:

Year	Terminology	Credits
First-Year	Freshman	1-23
Second-Year	Sophomore	24-56
Third-Year	Junior	57-89
Fourth-Year	Senior	90-120
Fifth-Year	Fifth-Year	*

*Beyond Baccalaureate Degree

Class Attendance

All students are expected to attend all classes for which they have registered. Attendance policies regarding unexcused absences are established and announced by the individual instructor for his/her classes. If a student is absent to the extent that his/her work is adversely affected, the instructor will report the student's absence to the department chair/program director with comments on the status of the student in the course. Ordinarily, for each course, absences per semester should not exceed the number of times that the course meets weekly.

Whenever a student is specifically reported in writing by an instructor to the department chair/program director as being excessively absent from class, the instructor, with the approval of the department chair/program director, may drop the student from that course with an appropriate grade.

When a student misses class for any religious observances, it is an excused absence. The student should not suffer any academic penalty because of this absence. Before the absence, the student is responsible for initiating collaboration with faculty to arrange to obtain all information contained in each missed class. The student must plan, at the discretion of the faculty member, to take any missed exam either prior to or following the scheduled exam time. All assignments must be handed in on time.

Athletic Competition & Class Attendance

When an athlete misses class for a scheduled varsity intercollegiate competition, it is an excused absence. The student athlete should not suffer any academic penalty because of this absence. This policy does not apply to students on clinical rotations.

When such absences occur, the student athlete is responsible for initiating collaboration with faculty and making arrangements to obtain all information and/or training contained in each missed class. The athlete must make arrangements to take exams scheduled for a day of absence early or late, at the instructor's preference. All assignments must be handed in on time.

Faculty are not required to remediate student athletes as a result of these absences.

Examinations

Final examinations are held at the close of each semester. Other assessments, such as papers, quizzes, tests, and portfolios may be used during the course at the discretion of the instructor. An unexcused absence for a scheduled examination leaves a student subject to a failing grade for that exam.

Grading System

The following grading system is presently in effect: A (outstanding work), B (excellent work), C (satisfactory work), D (passing but not satisfactory work), F (failure), P (pass), I (incomplete), W (withdrew without penalty), WP (withdrew passing), WF (withdrew failing), *F (administrative F, assigned to incompletes which haven't been completed within designated time or to non-attending students who are enrolled in courses who have not formally withdrawn), and AU (audit).

Equivalent quality points assigned to grades are as follows:

A	4.00	C+	2.50
A-	3.75	C	2.00
B+	3.50	C-	1.75
B	3.00	D	1.00
B-	2.75	F	0.00

Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

Audit Policy

A student may, with prior consent of the instructor, enroll in a course for an Audit grade ("AU"). This must be done at the time of registration for the course and must be accompanied by signed approval of the instructor. This applies to both matriculated and non-matriculated students. Reversal or change of an Audit grade is not possible (i.e., once enrolled for "AU" the grade becomes permanent on a student's academic record). The student who wishes later to be graded for such a course must re-enroll in and pay for graded credit. In auditing a course, the student is expected to attend classes regularly but is not permitted to submit course work for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count towards enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veterans benefits, etc.

Pass/Fail Policy

Undergraduate students who wish to enroll in a course on a pass/fail basis may do so by notifying the Registrar no later than fifteen class days into the given semester on a form provided for this purpose. The decision to take a course pass/fail is final. Note: Students may not elect to take a course that satisfies a core requirement on a pass/fail basis.

“Passing” represents earned grades of an assigned “A” through “C-.” The Registrar will translate the letter grade submitted by the instructor to either pass or fail. Most courses are open to pass/fail enrollment except courses in major fields and English Composition and courses satisfying Core requirements. Students may register for not more than one course per semester on a pass/fail basis (with the exception of student teaching, field education, LAC 020 Math Basics) not to exceed eight courses in a degree program. Students in health science programs should consult their departmental requirements for exceptions to the Pass/Fail policy.

Incomplete Policy

An incomplete (I) grade may be given by the instructor to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The “I” grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. Until changed, the “I” grade defers computation of credits and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative “*F” grade for the course. Some programs have established more restrictive or differing policy regarding incomplete grades. Students should consult the program in which they are enrolled for exceptions to this policy. Once an “I” grade is removed, academic standing will be updated according to dean’s list, good standing or probationary standards.

Course Withdrawal Policy

In the fall and spring semesters, a student may withdraw from a course without academic penalty with a grade of “W” at any time during the first two-thirds of the semester as specified in the current academic calendar. If withdrawal occurs after that date, the grade of “WP” (withdrew passing) or “WF” (withdrew failing) will be entered. The grade of “WF” is computed in the grade point average.

Leave of Absence Policy

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the Academic Dean, Program/School Director or designate and upon completion of the required “Request for Leave of Absence” form available from the respective Program/School Director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the appropriate Academic Dean or Program/School Director (Graduate) or Registrar (Undergraduate) to indicate change of plans.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from your respective Program/School Director, Student Affairs, Student Registration and Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University’s policies regarding refund of tuition and/or fees as stated in your respective catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys in your possession to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions.

Repeat Course Policy

A student may repeat a course in order to improve his/her grade. However, only the second or last course taken will receive credit on the student’s transcript, and only the second or last grade received will calculate into the cumulative GPA.

Course Work at Another Institution

Matriculated students who wish to transfer college-level course work taken at other institutions must obtain permission to do so. The student should work closely with his/her advisor regarding this process. "Request for Course Work at Another Institution" forms are available in the Registrar's Office (University Campus) or Student Registration and Financial Services Center (Westbrook College Campus). A minimum grade of "C-" must be earned for the course in order for it to be accepted by the University of New England (further restrictions may apply - check with department regarding transfer-back policy). **Important note regarding transfer credits:** while credits may transfer in based on these criteria, grades and/or grade points do not transfer into the student's UNE academic record. Grades for accepted transfer courses are identified on the UNE transcript with a "TR" symbol in the grade column, which denotes credit accepted but no GPA calculation value.

Semester and Term Grade Reports

Semester and term grade reports are issued after examinations have been held at the close of each semester or term. Semester and term grades reported by faculty members to the Office of the Registrar are final. Notices of deficiency, if reported, will be distributed at mid-semester.

Academic Probation and Dismissal

The student who is attempting six credits or more and whose grade point average (GPA) for any semester falls below 1.70 or whose cumulative grade point average is below the minimum acceptable level is automatically placed on probation. A student placed on academic probation will be granted one fall or spring semester to raise his/her cumulative GPA to the minimum acceptable level and will be required to achieve a minimum GPA of 1.70 for the semester. Failure to meet both of these criteria will result in automatic dismissal from the University for academic deficiency.

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity. The minimum cumulative semester-end grade point averages are:

First Year	1.70
Fall of Second Year	1.70
Spring of Second Year	1.80
Fall of Third Year	1.80

Spring of Third Year	1.90
Fall of Fourth Year	1.90

Notes: A minimum cumulative grade point average of 2.00 is required for graduation. Higher levels of minimum acceptable semester and/or cumulative GPA may be established by individual departments or academic programs.

Academic Honors

Dean's List

The Dean's List contains the names of full-time matriculating students in good academic standing who have attained a semester grade point average of 3.30 or better. The student must have earned at least 12 credits. A grade of "D", "F" or "I" automatically prohibits a student from receiving this citation. A student must have a minimum of three courses other than pass/fail in order to be named to the Dean's List with the exception of individual courses offered for 8-15 credits.

Alpha Chi National College Honor Society

Alpha Chi is a national college honor scholarship society, founded in 1922, with membership limited to third- and fourth-year students enrolled in institutions with Alpha Chi chapters. To be eligible for active membership, a student must be in the top ten percent of the third or fourth year.

Citation of Achievement at Graduation

Citations for identified cumulative grade point accomplishments are noted at graduation, and are posted to the student's academic record (transcript). Because of timing issues between final examinations and the ceremony, citations are read at commencement based grades earned through the semester *prior to* the semester in which commencement is held. The official record (degree award posted on the transcript) will reflect the full eight semesters (or final semester) of a student's academic record. Some changes may occur between these two dates. Undergraduate degrees will be conferred per the following classifications:

Summa Cum Laude on students who have achieved a cumulative grade point (GPA) average between 3.80 - 4.00.

Magna Cum Laude on students who have achieved a cumulative GPA between 3.60 - 3.79.

Cum Laude on students who have achieved a cumulative GPA between 3.30 - 3.59.

Declaration and Change of Major

Before March 15 of the second year, a student is required to make a formal declaration of major, using the appropriate form available in the University Campus Registrar's Office or at the Westbrook College Campus Student Registration and Financial Services Center. This declaration must be signed by the advisor and the chair/director of the major department. In certain areas such as marine biology, medical biology, and elementary education, students are asked to declare a major by the end of the first year. Thereafter, changes of majors may be made only by written permission of the affected departments by October 15 or March 15.

Personal Major

Personal majors supplement the traditional academic programs of study. Undergraduate students, faculty, and the academic dean work collaboratively to design a program of study that combines core curriculum, departmental requirements, and the student's personal interests and experiences. Samples of personal majors include Biological Psychology, Health Sciences, World Cultures, or Human Biology. Students must be in their second year of study and are required to have a minimum 2.50 overall GPA to petition the Dean's office to plan to develop a personal major degree plan.

Academic Minors

The University of New England offers the option for students to petition for a minor from most non-health science departments. A minor is a structured plan of study outside the student's major. Students may also design a multidisciplinary minor in thematic areas such as: Women's Studies, Peace Studies, or International Studies. Such programs would require a proposed plan of study approved by the CAS Academic Dean and a faculty sponsor.

The minimum amount of credits required for a minor is 18 credits. Minors will not be confused with personal majors, concentrations within majors, or directed studies.

Student Advising

Students are assigned a faculty advisor who will serve as the students' primary resource for academic and career guidance planning while at the University. Although academic advisors are available to assist students in fulfilling major and graduation requirements, the ultimate responsibility for these matters rests with the student.

Students are also encouraged to avail themselves of additional services provided by the Counseling & Career Center and the Learning Assistance Center.

UNDERGRADUATE PROGRAM DESCRIPTIONS



Core Curriculum

The core curriculum provides an innovative common learning experience for all UNE undergraduates. It invites students to explore four college-wide themes from multiple disciplinary perspectives and to develop important intellectual skills. Students focus on a theme each year - Environmental Awareness, Social and Global Awareness, Critical Thinking: Human Responses to Problems and Challenges, and Citizenship. Skills of communications, mathematics, and critical thinking are taught throughout the core. Designed to provide a foundation in the liberal arts, the core reflects the values of the college and is designed to prepare students for living informed, thoughtful, and active lives in a complex and changing society.

Environmental Awareness is the first year theme. All entering students enroll in an Environmental Learning Community, a cluster of two courses - *General Biology* and *Introduction to Environmental Issues*. Students discover science as a process and discuss the role of science and technology in society. These connected courses prepare students for their course work by developing a sense of a community of scholars, encouraging active participation in study, and enhancing learning skills.

As part of the first year experience students will enroll in one *Humanities Exploration* course and a subsequent *Humanities* or *Social/Behavioral Sciences Exploration* course. These foster student inquiry into engaging academic topics. Each course, while connecting to one or more of the common core themes, introduces the intellectual tools of the discipline, thereby encouraging students to understand the liberal arts as distinctive ways of understanding. All exploration courses promote writing as a tool of learning and teach critical thinking skills explicitly.

The second year theme, **Social and Global Awareness**, focuses attention on the human experience by means of two year long courses - *Sociocultural Context of Human Development* and *Human Traditions*.

Sociocultural Context of Human Development invites students to explore the human lifespan in cultural, societal, national, and global contexts. In this sequence students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In the *Human Traditions* courses they ana-

lyze human experience within the traditions of the humanities. Students inquire into the rise and fall of civilizations, study works of art and literature, and examine the philosophical, religious, and economic ideas that shaped ancient cultures and the modern world.

The third year theme, **Critical Thinking: Human Responses to Problems and Challenges**, builds upon and develops the knowledge and skills students have mastered in their first two years while it teaches students to deal with the complex problems and issues they confront in their upper level major courses. Each program requires its majors to enroll in Case Studies in *Decision Making and Problem Solving* where students and faculty engage in informed critical and creative thinking about problems confronting professionals in that field. Centering on the thinking process, as well as on the issues, students research and identify causes of problems, generate and evaluate possible solutions, and decide upon a plan of action.

The fourth year theme, **Citizenship**, prepares students to make a difference in the world, their communities, and their professions. Students will enroll in an interdisciplinary seminar and participate in community service or civic activity. During their seminar students discuss the personal and public responsibilities they anticipate and share their concerns for the world they are about to enter. This theme challenges students to understand the balance between making a living and making a life. Activities provide the opportunity to weave together various threads of the core and the major.

Advanced Humanities courses, taken in the third and fourth year, develop the diverse humanistic perspectives introduced in the *Exploration* and *Roots* courses. They encourage students to deal with the complexities of disciplinary perspectives, competing theoretical positions, and complicated content. Students select courses from a desire to learn more about a given discipline and from a wish to study further with a particular faculty member.

Humanities Integration and Infusion may be offered in a major and may substitute for one of the *Advanced Humanities*. In these courses humanities faculty help students apply the perspectives of the humanities to professional material. The goal of *Infusion* is to

encourage students to have a broad, complex, and integrative perspective on their fields.

Once during their academic careers students participate in a **Creative Arts Experience** by taking a course or by completing an independent project. This requirement emphasizes the value of their creative spirits and uncovers gifts which will sustain them throughout their lives.

Cross-Curricular Instruction

The intellectual skills and an additional college theme are reinforced throughout the core and appear repeatedly in the curriculum.

- *Effective communications skills* - Besides taking English Composition students use writing as a tool of inquiry and research in both major and non-major courses. Students also practice public speaking skills.
- *Critical thinking, decision making, and problem solving skills* - Formally taught in Explorations and again in Case Studies, thinking skills are fostered throughout the curriculum.
- *Mathematical and quantitative reasoning skills* - Students will be advised to take a specific mathematics course(s) according to their skill level and major. They will be encouraged in a variety of courses to use mathematics as an essential quantitative tool of analysis.
- *Diversity Issues* - Questions of gender, race, class, and culture are investigated in the Social and Global Awareness theme courses and have important relevance to all the themes within the common core. Different perspectives on these issues will be infused across the curriculum.

The core curriculum emphasizes active, collaborative, and experiential learning. It challenges students to transfer knowledge from one arena to another, appreciate different disciplinary perspectives on the same topic, and integrate what they have learned to construct their own knowledge. The curriculum provides an interwoven and reinforced set of experiences in core courses, in major or professional requirements, in special all-campus events, and in general college life.

A more thorough description of the core is available through the CAS Dean's Office.

University Core Curriculum

Subject Area	Credit
First Year Theme	
<i>Biology</i>	
BIO 100 or 104 - Biology I or Gen Biology*	4
<i>Environmental Issues</i>	
ENV 100 or 104 - Intro to Environmental Issues*	3
<i>Humanities Explorations</i>	
As Identified**	3
<i>Humanities -or- Soc/Behavioral Explorations</i>	
As Identified**	3
<i>English Composition</i>	
ENG 110 - English Composition	4
<i>Mathematics</i>	
As Identified***	3 or 4
Second Year Theme	
<i>Sociocultural Experience</i>	
PSY 220 - Soc/Cult Context of Human Dev I	3
PSY 270 - Soc/Cult Context of Human Dev II	3
<i>Human Traditions</i>	
LIL 211A -Human Traditions (UC)	3
LIL 211B - Human Traditions (UC)	3
Third Year Theme	
<i>Advanced Humanities</i>	
As Identified**	3
<i>Case Study in Critical Thinking</i>	
Included in courses in Major	
Fourth Year Theme	
<i>Humanities Infusion or Advanced Humanities</i>	
As Identified**	3
<i>Citizenship</i>	
CIT 400 - Citizenship Seminar	1
Once Across the Four Years	
<i>Creative Arts Experience</i>	
As Identified**	3
Total Credits	42 - 43

*Notes: *Learning Communities: Departments of Biological Sciences & Environmental Studies Majors take BIO 100 & ENV 100, all others take BIO 104 & ENV 104. **Students select from identified offerings which vary each year. ***Quantitative Reasoning, Statistics, Precalculus or higher level math course.*

Department of Biological Sciences

College of Arts & Sciences

Brown, Anne Christine (Chair) Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.	Associate Professor
Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.	Assistant Professor
Danley, J. Mark M.S., West Virginia University-Biology; B.S., The Pennsylvania State University-Biology.	Visiting Instructor
Eakin, Richard Ph.D., University of Maine, Orono-Zoology; M.S., University of Maine, Orono-Zoology; B.S., Westminster College.	Professor
Einsiedler, Linda M.S., Boston University; B.S., University of New Hampshire.	Assistant Professor
Fisher-Dark, Christina Ph.D., Harvard Medical School-Pharmacology; B.S., St. Bartholomew's Hospital Medical College, University of London-Physiology.	Associate Professor
Fox, Jeri Ph.D., University of Washington-Fisheries Biology; M.S., University of Houston-Marine/Developmental Biology; B.A., University of Tennessee-Biology.	Assistant Professor
Ganter, Geoffrey Ph.D., Boston College-Biology; B.S., Atlantic Union College-Biology.	Assistant Professor
Goertz, Caroline DVM., Washington State University; M.S., University of Dayton-Engineering Management; B.S., University of Massachusetts-Biology; B.S., Lehigh University-Electrical Engineering.	Clinical Assistant Professor
Hunt, James Christopher Ph.D., University of California Los Angeles - Biology; B.S., University of Rochester - Biology-Geology.	Assistant Professor
Lussier, Jennifer B.S., Stonehill College-Biology.	Lab Instructor
McDonough, Debra Ph.D., University of Colorado-Molecular, Cellular and Developmental Biology; Massachusetts State Teacher Certification, Wellesley College-Education; B.S., Massachusetts Institute of Technology-Biology.	Assistant Professor
Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology.	Associate Professor
Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology.	Professor
Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry.	Associate Professor
Schultz, Shawn B.S., University of New England - Marine Biology, Environmental Science, Secondary Ed. Cert.	Lab Assistant

Continued next page--

West, Mary Lindsey Lab Instructor
M.S., S.U.N.Y College of Environmental Science and Forestry; B.A. Wells College-Environmental Biology

Weston, Rema Lab Coordinator
M.S.-Environmental Studies-California State University; B.S.-Biology/Psychology-University of Maine

Zeeman, Stephan Professor
Ph.D., University of South Carolina-Marine Science; M.S., University of Wisconsin-Botany; B.A., University of California at Santa Barbara-Environmental Biology.

Zogg, Greg Assistant Professor
Ph.D., University of Michigan-Forest Ecology; M.S., University of Michigan-Forest Ecology; B.S., University of Michigan-Natural Resources.

Department of Biological Sciences

Biology is an exploration of the living world that underscores and explains the unity and diversity of life. But it is also a truly human endeavor in that it affects us all in many ways. Because we live at this time in human history- at the beginning of what many believe to be a biological age- students must understand the subject well enough to apply biological concepts and skills to the wide array of problems and choices they will inevitably face. The Department of Biological Sciences' program is not only designed to provide an excellent foundation in the field of biology and prepare students for careers and further study, but also to emphasize biology's relevance to their lives.

The Department offers Bachelor of Science degrees in Aquaculture and Aquarium Science, Biological Sciences, Laboratory Science, Marine Biology and Medical Biology. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine, physician's assistant, dentistry and other allied health programs such as physical therapy and occupational therapy. An interdisciplinary major in Psychobiology is offered through this department and the Department of Social and Behavioral Sciences.

Students who major in biological science programs become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies. Small classes enable the faculty to adopt an approach to learning that stresses how different subjects are related to each other, facilitates critical thinking, and encourages a collaborative approach to learning between students and faculty. Professors want students to experience the excitement and to see the applications of biology as well as appreciate science as a way of knowing about the world around them.

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine based programs benefit from the University's new Marine Science Education and Research Center in addition to its ideal coastal setting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department's medically related programs benefit from interaction with the College of Osteopathic Medicine as well as UNE's graduate programs in nurse anesthesia and physician assistant. Students are encouraged to enroll in a variety of internship opportunities including research and at sea experiences through our affiliate, the Bigelow Laboratories for Ocean Sciences. Students will fulfill requirements for Biological Science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C must be achieved in all science and mathematics courses used toward graduation in any of the programs in the Department of Biological Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Biological Sciences

Transfer Credits for Biology

Students who have received posted transfer credit in biology at the University of New England are eligible for any equivalent – or higher – level CAS biology course, provided the course prerequisites have been met and a period of no more than eight (8) years has passed since their enrollment in the transfer course(s).

Learning Communities

Department of Biological Sciences Majors - All First-Year Students

Entering first-year students majoring in the Department of Biological Sciences participate in a two-semester-long “learning community” focused on the fundamental themes of biology and environmental science: change, constancy, and interdependence in one semester and biology linked to a Humanities Exploration in the other semester. The learning community reflects an interdisciplinary approach to education. This integrative approach enables students to more clearly understand the relationships between biology, humanities, and environmental issues in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. Students will have the opportunity to work with instructors in determining some course content and methods of instruction.

Required Courses	Credits
BIO 100/101 - Biology I & II	8
ENV 100A - Introduction to Environmental Issues	3
Humanities Exploration	3

Honors Program

The Life Sciences Honors program, jointly offered by the Departments of Biological Sciences and Environmental Studies, gives select students the opportunity to do independent study and research in their major, ultimately leading to graduation "with Honors." Students with exemplary academic performance during their first year are invited to enroll in a series of honors seminars during their 2nd and 3rd years designed to: introduce students to the research process; help them identify their research interests and potential faculty mentors to supervise their work; and aid in the development of a thesis proposal. Students who have had their thesis proposal approved by the faculty Honors Committee in the spring semester of their third year conduct their research projects under the guidance of their faculty mentor. The culmination of the student's honors research is a written thesis and oral presentation. Bachelors degree "with Honors" is awarded upon approval of the written thesis & presentation by the Honors Examining Committee.

Required Courses	Credits
LSC 475 - Honors Research	variable

Environmental Learning Community for First-Year non-DBS & non-DES Students

All first year non-DBS & non-DES students at UNE participate in a semester-long “learning community” which includes General Biology and Introduction to Environmental Issues. The goal of the Learning Community is to foster environmental awareness. Interdisciplinary, active learning, and community building are important components of the experience. Offered in the Fall and Spring semesters, all courses will explore the themes of Evolution and Ecology, Energy and the Laws of Thermodynamics, and Issues in Science, Technology and Society.

Required Courses	Credits
BIO 104 - General Biology	4
ENV 104 - Intro to Environmental Issues	3

Topic Requirements

In each major in Biological Sciences there are topic area requirements. The following list indicates which courses can fulfill the various topic area requirements for the different majors.

ECOLOGY

- BIO 225 - Gulf of Maine Seminar
- BIO 326 - Microbial Ecology (Gen, Mar, Med)
- BIO 335 - Animal / Behavioral Ecology (Gen, Mar, Med)
- BIO 333 - Evolution (Gen, Med)
- BIO 350 - Ecology (Gen, Mar, Med)
- BIO 360 - Oceanography (Gen, Med)
- BIO 381 - Limnology (Gen, Mar, Med)

ORGANISMAL BIOLOGY

- BIO 204 - Parasitology (Gen, Mar, Med)
- BIO 208/9 - Introductory Anatomy & Physiology (Gen)
- BIO 220 - Invertebrate Zoology (Gen, Mar, Med)
- BIO 221 - Principles of Aquaculture (Med)
- BIO 222 - Techniques of Fin/Shellfish Culture (Med)
- BIO 223 - Health, Nutrition and Feeding Cultured Organisms (Med)
- BIO 226 - Microbiology (Gen, Mar, Med)
- BIO 245/345 - Human Anatomy, Physiology, Pathophysiology (Gen, Mar, Med)
- BIO 250 - Marine Biology (Gen, Med)
- BIO 251 - Plants of New England (Gen, Mar, Med)
- BIO 252 - Natural History of Marine Mammals (Gen, Med)
- BIO 302 - Gross Anatomy (Gen, Med)
- BIO 310 - Phycology (Gen, Mar, Med)

BIO 319 - Ornithology (Gen, Mar, Med)
 BIO 323 - Principles of Aquarium Science (Med)
 BIO 330 - Comparative Vertebrate Anatomy (Gen, Mar, Med)
 BIO 331 - Biology of Fishes (Gen, Mar, Med)
 BIO 355 - Biology of Marine Mammals (Gen, Mar, Med)
 BIO 401 - Spec Topics: Marine Biology (Gen, Mar, Med)

PHYSIOLOGY* (Cellular Biology)

BIO 203 - Histology (Gen, Med)
 BIO 208/9* - Introductory Anatomy & Physiology (Gen)
 BIO 215 - Microtechniques (Gen, Med)
 BIO 245/345* - Human Anatomy, Physiology,
 Pathophysiology (Gen, Mar, Med)
 BIO 290 - Biological Topics / Directed Study (Gen, Med)
 BIO 304 - Neuroscience (Gen, Med)
 BIO 309* - Pathophysiology (Gen)
 BIO 322* - Comparative Animal Physiology (Gen, Mar, Med)
 BIO 340 - Embryology (Gen, Med)
 BIO 365 - Immunology (Gen, Med)
 BIO 370 - Cell/Molecular Biology (Gen)
 BIO 402* - Adv Topics: Cardiovascular System (Gen, Med)
 BIO 405 - Adv Topics: Medicinal Chemistry (Gen, Med)
 BIO 430 - Adv Topics: Molecular Biology (Gen, Med)

Note:

Gen-Fulfills General Biology Requirement (ecology, physiology (cellular) or organismal) - includes Psychobiology

Mar-Fulfills Marine Biology Requirement (ecology, physiology (cellular) or organismal) - includes Aquaculture

Med-Fulfills Medical Biology Requirement (BIO200+ or BIO400+) - includes Pre-PA and Biochemistry double major

Aquaculture and Aquarium Sciences

This major provides students the opportunity to develop analytical skills in biology and business, and technical skills in the culture and maintenance of marine and freshwater organisms. Students who successfully complete the program should satisfy employment needs in the fields of marine and freshwater aquaculture and in the educational, maintenance and design needs of local, regional and national aquarium museums and businesses. Students who choose to go into graduate programs in these fields should be prepared to do so after maintaining an appropriate GPA in this program.

Aquaculture and Aquarium Sciences Curriculum

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	40
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 200-Genetics	4
BIO 204-Parasitology	4
BIO 221-Principles of Aquaculture	3
BIO 222-Techniques in Finfish & Shellfish Culture	4
BIO 223-Health, Nutrition & Feeding of Cultured Organisms	4
BIO 225-Gulf of Maine Seminar	1
BIO 226-Microbiology	4
BIO 250-Marine Biology	4
BIO 323-Principles of Aquarium Operations & Science	4
Topic Areas (to be selected in consultation with advisor)	14
Physiology Topic Area	4
Ecology Topic Area	4
LSC 495-Internship	6
Required Core Courses	6
<i>Humanities Exploration</i> -Linked to BIO 100 or BIO 101	3
<i>Environmental</i>	
ENV 100A-Intro to Environmental Issues	3
Required Science & Mathematics Courses	11
CHE 110-Chemistry I	4
CHE 111-Chemistry II	4
MAT 150-Statistics or Statistics for Life Sciences	3
Required College of Arts and Sciences Courses	12
MGT 508-Mgmt & Business Principles	3
MGT 509-Mgmt & Business Applications	3
MCS 100-Introduction to Microcomputer Software	3
EDU 200-Designs for Effective Learning	3
Elective credit sufficient for minimum total of	120

Biological Sciences

This major provides a broad background for students interested in biology. The program is flexible, thereby permitting the student latitude in the area of emphasis. A goal of the major is to provide students with the necessary background for entry-level career positions and graduate study. The major is particularly suited to students interested in the overall field of biology but not wishing to specialize in one of the other majors.

Biological Sciences Curriculum

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	31
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
<i>Humanities Exploration</i> -Linked to BIO 100 or BIO 101	3
<i>Environmental</i>	
ENV 100A - Intro to Environmental Issues	3
BIO 400 - or higher level elective (not satisfied by Internship)	3-4
<i>Topic Areas*</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
*Specific topic area courses selected in consultation with academic advisor.	
Required Science & Mathematics Courses	32
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II -or-	5
CHE 310 - Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
Elective Courses	
Elective credit sufficient for minimum total of	120

Marine Biology

The Marine Biology major is designed to provide students with a solid science foundation upon which to build their marine specialty courses. Since the University is located on the Atlantic coast at the mouth of the Saco River, there are numerous marine, estuarine, and fresh water habitats to study. The program is flexible in that students are encouraged to explore all facets of Marine Biology through courses and internships emphasizing “hands-on” experiences. An additional goal of the major is to provide students with an adequate background for entry level career positions and for graduate study in Marine Science programs.

Marine Biology Curriculum

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	41
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
BIO 225 - Gulf of Maine Seminar	1
BIO 250 - Marine Biology	4
BIO 360 - Oceanography	4
BIO 400 - or higher level elective (not satisfied by Internship)	3-4
<i>Topic Areas*</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
*Specific topic area courses selected in consultation with academic advisor.	
<i>Humanities Exploration</i> -Linked to BIO 100 or BIO 101	3
<i>Environmental</i>	
ENV 100A - Intro to Environmental Issues	3
Required Science & Mathematics Courses	33
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II -or-	5
CHE 310 - Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 190 - Calculus I	4
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
Elective Courses	
Elective credit sufficient for minimum total of	120

Medical Biology

The Medical Biology major is designed to provide a strong foundation in the biological sciences for students who ultimately pursue careers in human medicine, dentistry, other health professions (e.g. physical therapy), biomedical research, or the biotechnology industry. Students in the Medical Biology major can choose one of three possible tracks: (1) Medical Sciences track, (2) Health Sciences track, and (3) Pre-Physician Assistant track.

Medical Sciences Track

- pre-medical students
- pre-dental students
- pre-veterinary students
- students who will eventually enter graduate school in the biological sciences
- students who will eventually enter the biotechnology industry

The Medical Sciences track provides students with a solid foundation in the biological sciences at the molecular, cellular, tissue, organ, and organismal levels. In addition to the comprehensive introduction to general biology, the courses offered in this track introduce the student to the fields of physiology, biochemistry, cellular biology, and genetics. This track also includes those courses that are pre-requisite courses for entrance into medical and dental schools, such as two-semester general chemistry, two-semester organic chemistry, and two-semester physics. The many laboratory-based courses in this track allow students to become familiar with the most up-to-date laboratory techniques used for biological research, an advantage for students who wish to enter graduate schools in the biomedical sciences or to work in the biotechnology industry. Finally, students in this track have the opportunity to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

Medical Biology- Medical Sciences Track

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	36-38
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 200-Genetics	4
BIO 245-Gen Prin of Human Anat, Phys, & Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, & Patho II	5
BIO 370-Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship)	3-4
BIO 400 or higher elective (not satisfied by Internship)	3-4
<i>Humanities Exploration-Linked to BIO 100 or BIO 101</i>	3
<i>Environmental</i>	
ENV 100A-Intro to Environmental Issues	3
Required Science & Mathematics Courses	37
<i>Chemistry</i>	
CHE 110-General Chemistry I	4
CHE 111-General Chemistry II	4

CHE 210-Organic Chemistry I	5
CHE 211-Organic Chemistry II	5
CHE 310-Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180-Precalculus	3
<i>Physics</i>	
PHY 200-Physics I	4
PHY 201-Physics II	4
Elective Courses	
Elective credit sufficient for minimum total of	120

For those students interested in attending the University of New England's College of Osteopathic Medicine (UNECOM), an accelerated version of this track offers the opportunity to complete this major upon successful completion of three years of undergraduate work and first year of medical school. See the full description of this accelerated program on page 55.

Health Sciences Track

The Health Sciences track is ideal for students whose ultimate goal is to apply to stand-alone graduate-level programs in Physical Therapy, Occupational Therapy, and related health professional programs. It provides students with a solid foundation in the biological sciences that are pre-requisites for entry into Master's level graduate programs in Physical Therapy and Occupational Therapy. Finally students in this track have the opportunity to complete off-campus internships for college credit (e.g. in hospital, clinical, or laboratory setting).

Medical Biology- Health Sciences Track

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	33-35
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 245-Gen Prin of Human Anat, Phys, & Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, & Patho II	5
BIO 404-Neuroscience	4
BIO 200 or higher elective (not satisfied by Internship)	3-4
BIO 400 or higher elective (not satisfied by Internship)	3-4
<i>Humanities Exploration-Linked to BIO 100 or BIO 101</i>	3
<i>Environmental</i>	
ENV 100A-Intro to Environmental Issues	3

Required College of Arts and Sciences Courses	31
<i>Chemistry</i>	
CHE 110-General Chemistry I	4
CHE 111-General Chemistry II	4
<i>Mathematics</i>	
MAT 150-Stats for Life Sciences	3
MAT 180-Precalculus	3
<i>Physics</i>	
PHY 200-Physics I	4
PHY 201-Physics II	4
<i>Social Sciences</i>	
PSY 105-Introduction to Psychology	3
PSY 205-Abnormal Psychology	3
<i>Biological Sciences Internship</i>	
BIO 495-Biological Sciences Internship	3
Elective Courses	
Elective credit sufficient for minimum total of	120

Pre-Physician Assistant Track

The Pre-Physician Assistant track is designed for students who wish to eventually enroll in a Physician Assistant program. This track provides students with a solid foundation in the biological sciences at the molecular, cellular, tissue, organ, and organismal levels. In addition to the comprehensive introduction to general biology, the courses offered in this track introduce the student to the fields of physiology, biochemistry, cellular biology, and genetics. This track includes those courses that are prerequisite courses for entrance into Physician Assistant schools. In addition, students in this track have the opportunity to complete off-campus internships for college credit (e.g. in the hospital, clinical, or laboratory setting).

Medical Biology- Pre-Physician Assistant Track

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	36-38
<i>Biology</i>	
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 200 -Genetics	4
BIO 245-Gen Prin of Human Anat, Phys, & Patho I	4
BIO 345-Gen Prin of Human Anat, Phys, & Patho II	5
BIO 370-Cell Biology	3
BIO 200 or higher elective (not satisfied by Internship)	3-4
BIO 400 or higher elective (not satisfied by Internship)	3-4
<i>Humanities Exploration-Linked to BIO 100 or BIO 101</i>	3
<i>Environmental</i>	
ENV 100A-Intro to Environmental Issues	3

Required Science & Mathematics Courses	32
<i>Chemistry</i>	
CHE 110-General Chemistry I	4
CHE 111-General Chemistry II	4
CHE 210-Organic Chemistry I	5
CHE 310-Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150-Statistics for Life Sciences	3
MAT 180-Precalculus	3
<i>Physics</i>	
PHY 200-Physics I	4
PHY 201-Physics II	4
Elective Courses	
Elective credit sufficient for minimum total of	120

An accelerated version of this track offers selected students the opportunity to enroll in the University of New England's Master's level Physician Assistant program one year early (i.e. after their third undergraduate year). See the full description of this accelerated program on page 55.

Laboratory Science

The Medical Laboratory Science major is designed to satisfy the course requirements for students who wish to become Medical Technologists while providing the flexibility to pursue individual subspecialty interests in a Liberal Arts tradition. Upon satisfactory completion of degree programs, MLS graduates will be eligible for admission to accredited hospital internship programs. Upon successful completion of both the MLS curriculum and internship components, the student becomes eligible to take the National Registry examinations given by the American Society of Clinical Pathologists (ASCP) and the National Certification Agency (NCA) for Medical Laboratory Personnel. Medical Technologists (aka Clinical Laboratory Scientists) are individuals who are able to perform technical, supervisory, and teaching responsibilities in a clinical laboratory. Recent MLS graduates have been successful in pursuing careers in industry and post-baccalaureate graduate studies.

Laboratory Science Curriculum

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses	35
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4

BIO 226 - Microbiology	4
BIO 245 - Gen Prin of Human Anat, Phys & Path I	4
BIO 345 - Gen Prin of Human Anat, Phys & Path II	5
BIO 260 - Immunology	4
BIO 308 - Pathogenic Microbiology	4
<i>Environmental</i>	
ENV 100A - Introduction to Environmental Issues	3
<i>Humanities Exploration-Linked to BIO 100 or BIO 101</i>	3
Required Science & Mathematics Courses	35
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Introductory Biochemistry	5
CHE 307 - Analytical Chem (Quantitative Analysis)	4
CHE 309 - Intro to Instrumental Analysis	4
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
MAT 180 - Precalculus	3
Computer Science	3
Elective Courses	
Elective credit sufficient for minimum total of	120

Highly Recommended Courses

Program/Course area	Credit
BIO 200 - Genetics	4
BIO 203 - Histology	4
BIO 204 - Parasitology	4
BIO 330 - Comparative Vertebrate Anatomy	4
BIO 370 - Cell Biology	3
PHY 200 - Physics I	4
PHY 201 - Physics II	4
HSM 300 - Mgt of Health Services Organizations	3
HSM 303 - Economics of Health Care	3
HSM 302 - Health Delivery Systems	3
HSM 310 - Health Care Finance	3
HSM 401 - Health Planning & Policy	3
HSM 430 - Info Systems for Health Services	3

Psychobiology

This interdisciplinary major is offered jointly by the Department of Biological Sciences and by the Department of Psychology. This major is designed for students who wish to study work in the field of animal behavior and whose career goals might include work in zoos and animal parks (marine and terrestrial). Students should be prepared to go into graduate programs in the field of animal behavior with appropriate GPA's. A Bachelor of Science in Psychobiology will be awarded upon successful completion of the program.

Psychobiology Curriculum

See program details as outlined in the listings of the Department of Psychology; page 114.

3-4 Option of the Medical Biology-Medical Sciences Track

Students in the Medical Sciences track of the Medical Biology major may qualify to apply for early admission to the University of New England College of Osteopathic Medicine (UNECOM). This accelerated program is referred to as the Medical Biology "3-4 Track." This 3-4 Track is a modification of the Medical Sciences track of the Medical Biology major which enables qualified students to complete both an undergraduate B.S. degree and Doctor of Osteopathic Medicine in only seven years.

This 3-4 Track requires that student's maintain a minimum GPA of 3.00 overall and 3.00 in sciences courses. Enrollment in the 3-4 Track does not guarantee admission to UNECOM, and it is the student's responsibility, with consultation from his or her advisor, to plan for a timely completion of the degree program. Because of the accelerated nature of this program, students must take their MCAT admissions test in the spring semester of their sophomore year (i.e. one year earlier than other pre-med students).

Upon successful completion of the CAS graduation requirements and the first year of UNECOM courses, the student is awarded a B.S. degree in Medical Biology. Students not successful in their first year at UNECOM will have appropriate prorated credit applied towards graduation from CAS. For additional curriculum information about the 3-4 Track, refer to Special College Programs under the Admissions section of this catalog, (page 22).

3-2 Option of Medical Biology-Pre-Physician Assistant Track

This five year educational track is designed to combine a Biological Sciences Baccalaureate Degree, Master of Science Degree and Physician Assistant Certificate. The program has two components.

Students begin by completing the required courses for a Medical Biology-Pre-Physician Assistant baccalaureate degree. The undergraduate baccalaureate phase of this

program includes general biology (8 credits), general chemistry (8 credits), organic chemistry (5 credits), genetics (4 credits), biochemistry (5 credits), anatomy/physiology/pathophysiology (9 credits), cell biology (3 credits), physics (8 credits), pre-calculus (3 credits), statistics (3 credits), and other science and core curriculum courses (see following page for courses required of this program and page 47 for additional core curriculum course requirements.) Students are expected to earn and maintain a current certificate in Basic Life Support. During the first three years of study, students must obtain at least 250 hours of direct patient experience (paid or volunteer) in a health/human services setting.

In the second phase, students will begin their application for admission into the Masters Physician Assistant program. In order to be eligible for a guaranteed interview for admission into the University of New England PA program, by December 1 of their 3rd year, students must submit a completed application, have maintained a natural sciences GPA of 3.30 and an overall GPA of 3.0. Transfer students should note that grade point calculations for this purpose are based on all course work taken regardless of where the credits were earned.

Enrollment in the 3-2 option of Medical Biology-Pre-Physician Assistant Track does not guarantee admission into UNE's Masters Physician Assistant program. In the event a student does not proceed into the Masters Physician Assistant program, it is the student's responsibility to plan for timely completion of the Medical Biology-Pre-Physician Assistant Track baccalaureate program. Students admitted into the graduate PA program will receive a bachelors degree upon successfully completing the first year of graduate studies. After successful completion of the second year of PA education, a Physician Assistant Certificate and Master of Science Degree will be awarded. Students should consult their academic advisor for additional information regarding the program. (see page 21 in 'Special College Programs' section for more details on this program.)

Curriculum for 3-2 Option for Medical Biology - Pre-Physician Assistant Track

Program/Degree Area	Credits
University Core Requirements	42-43
Required Program Courses (Undergraduate phase)	33-34
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
BIO 245 - Gen Prin of Human Anat, Phys & Path I	4
BIO 345 - Gen Prin of Human Anat, Phys & Path II	5
BIO 370 - Cell Biology	3
BIO 200 or Higher Elective (not satisfied by Internship)	3 - 4
Humanities Exploration-Linked to BIO 100 or BIO 101	3
<i>Environmental</i>	
ENV 100A - Intro to Environmental Issues	3
Required Science & Mathematics Courses	32
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Introductory Biochemistry	5
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
MAT 180 - Precalculus	3
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
Elective Courses	
Elective credit sufficient for minimum total of	90
First-Year PA Courses (graduate level)	54
<i>Students in the 3-2 option of Pre-Physician Assistant Track who are not accepted into the Master of Science-Physician Assistant program must complete all undergraduate requirements of the PPA-Physician Assistant Track in order to complete the bachelor's degree.</i>	
Minimum Credits for B.S. Degree	149

Biological Sciences Minors

Students wishing to obtain any minor in the Biological Sciences must have faculty advisor and Department of Biological Sciences approval. Required declaration forms are available in the Registrar's Office.

Animal Studies Minor

Students may obtain a minor in Animal Studies by completing the following courses for a total of 20-24 credits: BIO 100 and BIO 101 OR BIO 104 (4-8 cr.); 2 classes from Comparative Animal Physiology, Animal Behavior/Behavioral Ecology, or Ecology (8 cr.); 2 classes from Organismal topics (excluding Phycology) (8 cr.).

Marine Biology majors may not take a minor in Animal Studies without approval of the Department and will need to take classes in the Organismal topic area that do not already count toward their Marine Biology major.

Biology Minor

The Department of Biological Sciences offers a minor in Biology for students interested in having their record show a significant level of accomplishment in the important foundation areas of the field. The minor is intended for students with a strong interest in biology but are enrolled in major programs offered by different departments within the university. The requirements for the minor in Biology consist of six one-semester courses in biology. Courses in other departments may be substituted with departmental approval.

Marine Biology Minor

Students may obtain a minor in Marine Biology by completing the following courses for a total of 20-24 credits: BIO 100 and BIO 101 OR BIO 104 (4-8 cr.); Marine Biology (4 cr.); Ecology topic* (4 cr.); Organismal topic** (2 classes - 8 cr.) *Ecology topic courses, for example: Ecology, Limnology, Behavioral Ecology. ** Organismal topic courses, for example: Invertebrate Zoology, Biology of Fishes, Biology of Marine Mammals, Phycology.

Department of Business Administration

College of Arts & Sciences

Hatch, Philip (Acting Chair) Assistant Professor
M.B.A., University of Southern Maine; B.S., University of Southern Maine-Accounting

Habraken, Joseph W. Assistant Professor
M.A., The American University; B.A., B.S. Kent State University; Microsoft Certified Professional; Cisco Certified Network Associate.

Leach, Thomas Associate Professor
M.B.A., Eastern Michigan University; B.A., Michigan State University-Business Administration

Program Goals

The Department of Business Administration is focused on preparing its students for gainful, enriching, and rewarding post-graduate employment opportunities, in a variety of business settings. Students will be prepared to perform in large or small, public, private, or non-profit organizations. Their undergraduate business education will also be sufficiently deep and broad to allow for the pursuit of post-graduate level studies, if they so desire.

Curriculum Goals

The Bachelor of Science degree in Business Administration is designed around the University's Liberal Arts core and provides students with a broad based education, supplemented with professional level studies in business and management. The business degree core curriculum is combined with related degree concentrations that reflect the demands of contemporary undergraduate students as they shape their individual business career goals.

The business degree core has been carefully developed to include courses that provide a broad theoretical understanding of the functional disciplines of business, including accounting, finance, management, marketing, and technology. Degree concentrations provide the student with an opportunity to explore more deeply, their choice of a specific functional discipline of business.

Department of Business Administration faculty are committed to assisting students in synthesizing business *theory* and the *practice* of business. This is accomplished through the use of case study analysis, field trips to operating companies, guest lecturers, and experiential exercises. By using

a variety of synthesizing techniques, course content attempts to challenge the student's analytical skills and further attempts to develop student abilities to deal with "real life" business issues and situations.

The business core includes six (6) credits achieved through two (2) business project internships. These business project internships are typically completed during the fourth year of study. Students, through a faculty advising process, are linked to local operating businesses and are challenged to engage in business projects that are related to their degree concentration or their business interests. Project internships provide the students with valuable job search, business networking, and professional job experience prior to graduation.

Throughout the business degree curriculum, the ideals of social responsibility and stakeholder responsibility are weaved into business subject matter. Additionally, business students are encouraged to participate in University sponsored activities that promote community involvement.

Students who receive the University's Bachelor of Science Degree in Business Administration will be able to engage in critical business thinking, both qualitative and quantitative; promote ethical business behavior; show respect for the environment and the concerns of affected business stakeholders; and have a strong sense of social responsibility. They will have received the requisite skills to become highly employable in their respective concentrations of business study.

Faculty

Department of Business Administration faculty come from a variety of academic and business settings. Each is academically accomplished in the business management sciences, and all have gained significant levels of business experience performing in a number of different business settings, large and small, closely held, public, and non-profit.

The efforts of the Department's full-time faculty are supplemented by qualified, and carefully selected adjunct faculty. Their selection is predicated on both academic achievements and business experience. They are selected to teach courses that fit well within their respective subject matter expertise, gained through their extensive work experience. Their contemporary views on how to apply current business theory in today's workplace provides a very valuable dimension to the student's undergraduate business education experience.

Bachelor of Science- Business Administration

Program/Degree Area	Credits
University Core (Liberal Arts)	42
Includes ENG 110-English Comp	4
Includes MAT 120-Statistics	3
Department Core Requirements	45
ACC 201-Financial Accounting	3
ACC 203-Management Accounting	3
ECO 203-Macroeconomics	3
ECO 204-Microeconomics	3
MAT 110-Quantitative Reasoning	3
MCS 100-Introduction to Microcomputer Software	3
MKT 101-Introduction to Marketing	3
MGT 101-Introduction to Management	3
MGT 210-Communication Dynamics in Organizations	3
MGT 315-Financial Management	3
MGT 325-Legal Environment of Business	3
MGT 360-Leadership	3
MGT 402-Personal Finance	3
MGT 495A & B-Internship in Business Administration	6
Management Concentration	15
MGT 301-Organizational Behavior	3
MGT 302-Human Resource Management	3
MGT 335-International Business	3
MGT 401-Administrative Policy & Strategy	3
MKT 405-Sales Management	3
Elective Credits	18
Sufficient electives for total degree credits of	120

Academic Requirements

Students must maintain a minimum cumulative grade point average (GPA) of 2.75 in all required courses. In addition to the minimum GPA, the grade of less than "C" is not acceptable in any course required for the degree.

The "Capstone Program"-Bachelor of Science in Business Administration

The "Capstone Program" is designed as a degree completion option that allows students to take advantage of prior academic work by using it as a foundation for a bachelor's degree in business administration. The program allows working adults and other non-traditional students the opportunity to enroll in courses delivered as part of the traditional undergraduate degree program.

Student's seeking a degree in business administration via the "Capstone Program" may request transfer of **up to sixty (60) credits** from prior academic work, which has been completed at a regionally accredited two (2) or four (4) year college or university. Students may also earn **up to six (6) credits** through the development of approved portfolios documenting experiential learning and approved professional training programs. Internship opportunities are available for "Capstone Program" students, or they may use faculty approved project oriented assignments at their current employer to fulfill the six (6) credit internship requirement.

Students enrolled in the Capstone Program earn the Bachelor's degree through a combination of courses in Business Administration; the management concentration, the Arts and Sciences core curriculum and electives. All courses in the concentration area must be taken at UNE.

Students enrolled via the "Capstone Program" are required to meet minimum grade requirements established by the Department of Business Administration. Additionally, a grade of "C-" or better, is required for transfer credit.

Department of Chemistry and Physics

College of Arts & Sciences

Mullin, Jerome (Chair) Professor
Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.

Callahan, Dan (Laboratory Coordinator) Lecturer
M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.

Nash, Clinton Scott Assistant Professor
Ph.D., M.S., The Ohio State University-Physical Chemistry; B.A., Ohio Wesleyan University-Chemistry.

Vesenka, James Assistant Professor
Ph.D., University of California, Davis-Physics; M.S., University of California, Davis-Physics; B.A., Clark University-Physics/Chemistry.

Department of Chemistry and Physics

Chemistry and physics are fundamental sciences that touch every aspect of our lives and the world around us. Chemistry is the study of matter: its chemical and physical properties, the chemical and physical changes it undergoes, and the energy changes that accompany those processes. Chemistry often is referred to as the central science; it rests upon the foundation of mathematics and physics and in turn is the essential basis for the life sciences such as biology and medicine. Chemistry is largely an experimental science, and has applications in such diverse areas of research as the development of new drugs, the search for solutions to problems of environmental pollution, and the derivation of alternative energy sources. Much cutting edge research in biology and medicine is being carried out at the level of atoms and molecules, the particles of matter upon which the study of chemistry is based. Physics, too, is the study of matter and energy, viewed from a different perspective. To understand living systems and the universe in which we live requires an understanding of the chemical and physical principles that operate within them.

In addition to offering a major in biochemistry and a minor in chemistry, the department fills a significant role for students in other programs through its introductory courses in chemistry and physics. Because of the fundamental role of chemistry and physics in the biological, environmental, and health sciences, students in these programs benefit from the conceptual, quantitative, problem-solving, and communication skills stressed in the introductory courses, which form the foundation for later courses in the students' major.

Biochemistry Major

The Department offers the Bachelor of Science degree in Biochemistry, which with its balanced curriculum assures that each student achieves a substantial foundation in the other major chemical subdisciplines, including analytical chemistry, organic chemistry, inorganic chemistry, and physical chemistry. With appropriate choice of courses, graduates will be prepared for entry into graduate programs in chemistry, biochemistry, medicine, dentistry, veterinary medicine, and many

other fields that rely on chemistry as a fundamental science. Students wishing to enter the job market immediately after completion of their degree program have available to them a wide range of career opportunities in both the public and private sectors. Graduates will be especially well-prepared for entry-level positions in the rapidly growing biotechnology industry.

The Department's courses stress the integration of theory and experiment, the development of critical thinking and problem solving skills, and the cultivation of oral and written communication skills. The Department's faculty members are highly committed to undergraduate research and one of the strengths of the biochemistry program is the opportunity it provides for students to work closely with a faculty mentor on a collaborative research project. The Department is well-equipped with modern chemical instrumentation, affording students the opportunity to gain experience using state-of-the-art equipment in their courses and research projects.

A minimum grade of "C-" must be achieved in all science and mathematics courses used toward graduation in biochemistry, and a 2.00 cumulative grade-point average in the sciences is a requirement for graduation.

To be well-prepared for entry into the Biochemistry major, the student will have completed at least three years of high school mathematics and three years of high school science, including biology, chemistry and physics.

Biochemistry Curriculum

Program/Degree Area	Credits
University Core Requirements	42-44
Required Program Core Courses	61-65
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 307 - Quantitative Analysis	5
CHE 327 - Applied Physical Chemistry	3
CHE 350 - Biochemistry I: Proteins	5
CHE 351 - Biochemistry II: Metabolism & Bioenergetics	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
-or- BIO 104 - General Biology (Replaces BIO 100,101)	4
BIO 200 - Genetics	4
BIO 370 - Cell & Molecular Biology	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4

Additional Required Program Courses * 9-12

*Minimum of three courses (minimum 9 credits total) selected from the following, or other advanced Chemistry courses approved by advisor:

CHE 309 - Introduction to Instrumental Analysis	4
CHE 380 - Inorganic Chemistry	3
CHE 401 - Chemistry Seminar	1
CHE 405 - Medicinal Chemistry	3
CHE 410 - Research I	1-4
CHE 411 - Research II	1-4
BIO 430 - Advanced Topics in Molecular Biology	3-4

Elective Courses

Elective credits sufficient for minimum total of 120

Chemistry Minor

A minor in Chemistry is available to students with other majors who are interested in having their record show a significant level of accomplishment in the important foundation areas of chemistry. To receive a minor in Chemistry, the student must successfully complete CHE 110 and 111 (General Chemistry I and II), CHE 210 and CHE 211 (Organic Chemistry I and II) and CHE 307 (Quantitative Analysis) with a Chemistry average of C (2.00) or better. Please note that CHE 310 (Biochemistry) may not be substituted for the second semester Organic Chemistry course requirement.

Department of Creative and Fine Arts

College of Arts and Sciences

Thompson, Charles (Interim Chair)
M.F.A., Tyler School of Art; Philadelphia, PA; B.S., Ball State University.

Assistant Professor

Emery, Beth
M.A., McGill University-History/Medieval Art and Architecture; B.A., University of Maine-Orono-Art History.

The Creative and Fine Arts Department at the University of New England offers the Bachelor of Arts degree in Art Education. A commitment to liberal arts is the foundation for the Art Education program. Visual and creative arts enhance the quality of our lives through the experience of gallery and museum exhibitions, theater, music and dance performance. The art major is an ideal marriage between the phantasmagoric and the practical. It fosters an appreciation of the artistic process and mastery of technical skills while simultaneously establishing the fundamentals for a career in education.

The Fine Arts Department at UNE is staffed by a community of professional artists with national reputation. The faculty nurture and encourage students' individual growth, development and expression. Students are challenged to become technically and visually fluent in the language of the visual arts. After a firm grounding in the foundations, students are guided in finding and developing their personal artistic vision.

The graduate with a BA in Art Education will not only be able to impart knowledge of art at an appropriate intellectual level, but will be a trained professional artist in his own right. The graduate will become a conduit of the art experience to not only future students, but to parents, other educators and to the community at large.

Minor

A student in another department may, with the permission of the Department of Creative and Fine Arts, take a minor within the department upon completion of 18 hours of course work in a particular field. Fields of study may include but are not limited to Painting, Drawing and Art History.

Bachelor of Art Education

Program/Degree Area	Credits
University Core Requirements	42-43
ART 100-Drawing I	3
ART 104-Painting I	3
ART 106-Two-Dimensional Design	3
ART 113-Sculpture I	3
ART 114- Printmaking	3
ART 117-History & Techniques of Art Criticism	3
ART 200-Drawing II	3
ART 210-Art History Survey I	3
ART 211-Art History Survey II	3
ART 260-Renaissance and Baroque Art - OR-	
ART 270-Art in the Modern World	3
Art Elective	3
A minimum of 6 semester hours in one visual arts discipline beyond the introductory level.	6
EDU 105-Intro to Schools	2
EDU 133-American Education	3
EDU 200-Designs for Effective Learning	3
EDU 220-Exceptionality in the Classroom	3
EDU 430-Educational Assessment and Evaluation	3
EDU 441-Methods of Art Education	3
EDU 487-Practicum	2
EDU 492-Secondary Education Internship & Seminar	15
Elective credit sufficient for minimum total of	120

Department of Dental Hygiene

College of Health Professions

Mills, Bernice, R.D.H. Director, Assistant Professor
M.S., University of Southern Maine; B.S. Indiana University; A.S., Westbrook College.

Baker, David, D.D.S. Assistant Professor
D.D.S., SUNY, Buffalo; B.S., Bates College.

Beaulieu, Ellen Glidden, R.D.H. Professor
Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists.

Collard, Ruth Brown, R.D.H. Clinical Instructor
B.S., University of Minnesota.

Dufour, Lisa A., R.D.H. Professor
M.S., B.S., University of Southern Maine; A.S., Westbrook College.

Dunfey, Eileen, R.D.H. Clinical Instructor
B.A., University of New Hampshire; A.S., Westbrook College

Harmer-Beem, Marji, R.D.H. Assistant Professor
M.S., B.S., University of Southern Maine; A.S., Westbrook College.

Krause, Laura E., D.D.S. Assistant Professor
D.D.S., University of Missouri-Kansas City; B.S., University of Kansas.

The University of New England offers associate and bachelor degrees in dental hygiene on the Westbrook College Campus. In their clinical coursework students work under the close supervision of experienced faculty in the on-site dental hygiene clinic providing direct dental health care to diverse patients.

The associate degree fully prepares students to take the licensure exams to become a Registered Dental Hygienist. The bachelor of science program includes advanced education in dental hygiene skills and prepares students for a broader range of careers in dental hygiene, community health, administration, research, or teaching.

Internships and additional clinical experiences are gained in area schools, nursing homes, community agencies, and in private practices. Dental hygiene students observe dentists in preventive, orthodontic, periodontic, and other specialty areas of dentistry.

Entrance Requirements

1. A high school diploma or the equivalent with a better than average achievement record in a college preparatory program including: chemistry (must include laboratory); biology (must include laboratory); mathematics (two mathematics courses - algebra required, geometry preferred); English (three years required-four years preferred).
2. Academic transcripts must reflect an overall high school grade point average of 2.5, in addition to a GPA of 2.5 in all science and math courses. College GPA will be considered only if applicant has completed at least 15 semester hours.
3. Scholastic Achievement Test scores (SAT) must be submitted.
4. Two recommendations from applicant's high school or college science and/or mathematics instructors.
5. A health record must be submitted which indicates specific findings regarding applicant's complete physical exam.
6. Documentation of 20 hours of observation of a dental hygienist is required, prior to enrollment.

Associate in Science

Program/Course	Credits
Core Requirements	38
BIO 208 - Anatomy & Physiology I*	4
BIO 209 - Anatomy and Physiology II*	4
BIO 226 - Microbiology*	4
CHE 130 - Principles of Chemistry*	4
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Explorations course	3
Humanities Explorations or Soc/Behavioral Sci course	3
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	3
SPC 100 - Speech	3

**A minimum grade of "C-" is required in these courses prior to graduation and a "C-" must be achieved in all prerequisites to these courses.*

Major Courses	48
DEN 101 - Dental Anat, Oral Histol, and Embryol	3
DEN 102 - Head and Neck Anatomy	3
DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Preservation of Tooth Structure	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	5
DEN 305 - General and Oral Pathology	3
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dental Hygienist	3

A minimum grade of "C-" is required in all dental hygiene courses and a "C-" must be achieved in all prerequisites .

Bachelor of Science in Dental Hygiene

The Bachelor of Science Degree program builds upon the knowledge obtained at the associate level with core curriculum courses in the Arts and Sciences and upper division courses in Dental Hygiene, Management, Health Care, Science or Psychology. It is designed to prepare students to meet the challenge of the changing health care delivery system and to establish a foundation for graduate study.

Entrance requirements for Dental Hygiene Bachelor of Science Program: Students currently enrolled in the Associate Degree program may continue into the Bachelor of

Science Degree program, contingent upon maintaining a 2.5 GPA and the approval of the Director. A graduate of the University of New England or a dental hygiene program accredited by the American Dental Association Commission on Dental Accreditation, who has completed the requirements for the Associate Degree with at least a 2.5 GPA, and has the recommendation of the Director of the Dental Hygiene Program is eligible to complete the Bachelor of Science in Dental Hygiene Program.

For students transferring from another institution, a minimum of 45 credits in attendance is required for a Bachelor of Science Degree in Dental Hygiene. The student's individual course of study may include a mandatory clinical component if the Associate Degree was awarded more than ten years ago. If there appears to be an area of clinical deficiency, due to time away from clinical practice or the introduction of new technology and knowledge into the practice of dental hygiene, a clinical dental hygiene course may be required.

Bachelor of Science in Dental Hygiene Curriculum

Program Area/Course	Credits
Core Requirements	57
BIO 208 - Anatomy & Physiology I*	4
BIO 209 - Anatomy and Physiology II*	4
BIO 226 - Microbiology*	4
LIL 211A- Human Traditions I	3
LIL 211B - Human Traditions II	3
CHE 130 - Principles of Chemistry*	4
CIT 400 - Citizenship Seminar	1
Creative Arts Experience	3
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Explorations course	3
Humanities Explorations or Soc/Behavioral Sci course	3
Advanced Humanities (2 courses)	6
MAT 120 - Statistics	3
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	3
SPC 100 - Speech	3

**A minimum grade of "C-" is required in these courses prior to graduation and a "C-" must be achieved in all prerequisites to these courses.*

Major Courses	63
DEN 101 - Dental Anat, Oral Histology, and Embryology	3
DEN 102 - Head and Neck Anatomy	3

DEN 210 - Nutrition	3
DEN 211 - Clinical Dental Hygiene I	4
DEN 212 - Clinical Dental Hygiene II	4
DEN 213 - Radiology	3
DEN 217 - Preservation of Tooth Structure	3
DEN 221 - Concepts of Community Health	3
DEN 301 - Advanced Clinical Dental Hygiene I	5
DEN 302 - Advanced Clinical Dental Hygiene II	5
DEN 305 - General and Oral Pathology	3
DEN 308 - Dental Pharmacology	3
DEN 330 - Periodontology	3
DEN 340 - Clinical Periodontology for Dent Hygienists	3
DEN 436 - Seminar: Curr Concepts in Dental Hygiene I	3
DEN 437 - Seminar: Curr Concepts in Dental Hygiene II	3
DEN 470 - Dental Hygiene Internship	3
Professional Electives	6

Students select two or more upper division, 300/400 level, courses as professional electives. Selection of courses to fulfill the professional elective requirement may be from a broad range of courses in almost any discipline as long as the specific selection is approved by the Faculty Advisor and Program Director.

A minimum grade of "C-" is required in all dental hygiene courses and a "C-" must be achieved in all prerequisites.

Department of Education

College of Arts & Sciences

*Advancing the quality of life through developing reflective and resourceful teachers
who are competent, caring, and qualified.*

Gnecco, Donald (Chair) Associate Professor
Ed.D., Vanderbilt University - Educational Leadership; M.Ed., University of New Hampshire - Early Childhood Education; B.S., University of Maine at Farmington - Special Education, Elementary Education.

Bacheller, Dorathy (Director of Clinical and Field Experiences) Clinical Assistant Professor
M.A., University of New Hampshire - Clinical Psychology; M.Ed., State University of New York at Albany - Educational Administration; M.A., State University of New York at Oneonta - History; B.A., Hartwick College - Psychology and History and Secondary Education certification.

Beaudoin, Michael Professor
Ed.D., University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S., University of Maine - Sociology.

Christman, Gwendolyn Regional Coordinator, Project SEED
M.Ed., Notre Dame College (Manchester, NH) - Curriculum and Instruction; M.Ed., Lesley College (Cambridge, MA) - Technology in Education; University of New England - Teacher Certification Program (TCP); B.S. University of Southern Maine - Communications; A.S. University of Southern Maine - Business Administration and Management; A.S. Westbrook College - Fashion Merchandising/Retailing.

Freedman, Jane Assistant Professor
M.Ed., Wheelock College - Early Childhood Education; B.A. Franklin College of Indiana - Elementary Education.

Hylton, Jaime Professor
Ph.D., University of Virginia—English Education; M.A., University of Virginia—English; M.S.Ed., University of Nevada—Reading/English; B.S.Ed., Northern Arizona University—English.

Juniewicz, Kit Assistant Professor
Ed.D. University of Maine - Educational Administration; M.Ed. - University of New Hampshire - Administration and Supervision; M.S.Ed. University of Southern Maine - Counseling; B.S. University of Southern Maine - Elementary Education.

Knapp, Robert Director, Master of Science in Education through Distance Learning Program
Ph.D., University of St. Thomas (Rome, Italy)-Theology; M.S. Fordham University-Education; B.A. St. John's University, Boston-Philosophy.

Robinson, Brenda Director, Certificate of Advanced Graduate Study in Educational Leadership Program
Ed.D., University of Massachusetts – Higher Education Administration; M.Ed., Fitchburg State College – Counseling; B.S., Fitchburg State College – Special Education, Psychology.

Scarano, Grace Hotchkiss Assistant Professor
Ph.D., M.S.Ed., Cornell University-Curriculum and Instruction; B.A., University of Massachusetts at Lowell-Music.

Scudiere, Paul J. Assistant Professor
Ed.D., State University of New York – Higher Education Administration; M.A., St. John's University – History; B.A., Adelphi University – American History and Government.

Mission of the Department of Education

The mission of the Department of Education is to advance the quality of life through developing reflective and resourceful teachers and school leaders who are competent, caring, and qualified. The department provides initial and continuing professional education for aspiring and practicing teachers and child care professionals who improve the quality of life for youngsters in their own homes, schools, institutions, and other clinical settings.

The Department of Education offers five programs: (1) an undergraduate Elementary Education Program in which students complete a four year curriculum leading to a Bachelor of Science degree with a major in elementary education and earn Maine certification to teach in grades K - 8; (2) a post baccalaureate Teacher Certification Program for individuals who already hold the baccalaureate degree and complete the necessary professional education courses to be eligible for state certification in grades K-8, or secondary certification (grades 7-12) in selected subject areas; (3) a Master of Science in Education through Distance Learning program for experienced teachers; (4) a Certificate of Advanced Graduate Study (CAGS) Degree Program in Educational Leadership and graduate level (5) Professional development courses through distance learning in the Instructional Video courses Program (IVC). For further details on the graduate programs, please consult the graduate section of this catalog.

Undergraduates in other departments are eligible to take courses toward teacher certification upon application to the Department of Education. Students may wish to pursue study in secondary education (Physical Sciences, Life Sciences, Social Studies, Mathematics, Business, Social Studies and English) or elementary education (grades K-8). Upon acceptance, students will be assigned an advisor in the Department of Education in addition to their regular faculty advisor. Due to course requirements in the major field of study, the university core requirements, as well as requirements in professional education, an additional semester or summer session may be required. Many undergraduate students who pursue concurrent teacher certification complete as much of the course work as possible as a part of the bachelor's degree and then return to UNE in the post-baccalaureate Teacher Certification Program

(TCP). Information is available by contacting the Chair of the Department of Education.

The faculty in the department are committed to providing a sound professional education through course work and classroom experiences to prepare individuals to become competent citizens and effective professionals. Our program is based on the belief that to be effective in working with children, one must be in the process of continuous discovery as a professional educator. We believe all individuals develop best in an environment which is supportive yet challenging, structured yet flexible, and organized yet creative, where learning is personal and experiential. Students in programs in education are expected to develop competencies based upon the ten standards for Maine teacher certification. Additionally, all graduates of UNE's education programs will demonstrate the ability to help students achieve the Maine Learning Results.

Specific Student Requirements

At the end of the program descriptions are the specific expectations for students that are common to all programs concerning Certification, Practicum and Clinical Experiences, Admission to Advanced Standing, Transfer Policies, Eligibility for and Admission to the Internship, and Placement in the Internship.

Bachelor of Science Program in Elementary Education

University Campus, Biddeford*

**Note: Courses are generally offered on both the University Campus in Biddeford and the Westbrook College Campus in Portland in alternating semesters.*

This program for undergraduate students has several unique features designed to insure excellence in content, learning processes, and classroom performance.

Excellence demands solid subject matter expertise; thus, students are required to develop a strong liberal arts, mathematics, and science background to prepare them for the subjects they ultimately will teach. At least half of the undergraduate program (60 credits) must be in the liberal arts and sciences.

Excellence demands a thorough understanding of human development and the learning process; consequently,

the curriculum includes courses examining all aspects of physical, cognitive, psychosocial, and moral development and their relationship to the learning process.

Excellence demands an ability to integrate academic course work and experience in classrooms; therefore, we begin field experience early in the professional cycle and link it with academic course work.

This commitment to excellence results in the development of a sound pedagogical and content knowledge base as well as the opportunity for practical application. The preparation culminates in a semester long student teaching internship during which the knowledge, skills, and dispositions gained through the course work and field experiences are practiced on a full time basis.

Program Approval

The Elementary Education Program and the post-baccalaureate Teacher Certification Program (TCP) are approved by the Maine Department of Education and meet documented state standards for educational personnel preparation programs. Note: State requirements can change over time, which can affect curriculum requirements of students.

The aggregate pass rate on the state-required basic skills test for students completing teacher preparation programs at UNE is 77%.

Curriculum Requirements for Bachelor of Science - Elementary Education

Note: Courses in which an asterisk () follows the title indicates a field experience requirement. (See section on Experiential Learning and Observation Requirement.)*

Program/Degree Area	Credits
University Core Requirements	42-43
Professional Core Requirements	
Education Courses	60-67
EDU 105 - Introduction to Schools	2
EDU 133 - American Education	3
EDU 200 - Designs for Effective Learning	3
EDU 209 - Creative Arts in Learning*	3
EDU 217 - Teaching Reading*	3
EDU 220 - Exceptionality in the Classroom	3
EDU 320 - Language Arts*	3
EDU 321 - Children's Literature*	3
EDU 330 - Ed Psych & Devel Appropriate Practices	3
EDU 345 - Technology in the Classroom*	3
EDU 360 - Teaching Soc Studies in Elementary School*	3

EDU 367 - Teaching Science in Elementary School*	3
EDU 373 - Teaching Elementary School Mathematics*	3
EDU 440 - Educational Assessment & Evaluation	3
EDU 480 - Working with Families and Communities*	2
EDU 487 - Practicum (2 - 9 credits)	2
EDU 490 - Elementary Edu Internship & Seminar	15
<i>Mathematics</i>	6-8
<i>Two college-level mathematics courses (above the 100 level), one of which may be</i>	
MAT 130 - Math for Elementary School Teachers	
<i>Counted in Core:</i>	9
PSY 105 - Introduction to Psychology	3
PSY 220 - Socio-cultural Context of Human Dev I	3
SOC 150 - Introduction to Sociology	3
Electives	
Elective credit sufficient for degree total of	120

Suggested Professional Education Courses Sequence

For directed study see EDU course description section.

First Year

- EDU 105 - Introduction to Schools*
- EDU 133 - American Education

Second Year

- EDU 200 - Designs for Effective Learning
- EDU 220 - Exceptionality in the Classroom
- EDU 217 - Teaching Reading*
- EDU 330 - Educational Psychology
- EDU 209 - Creative Arts in Learning* -or-
- MAT 130 - Mathematics for Elementary Teachers

Third Year

- EDU 209 - Creative Arts in Learning* -or-
- MAT 130 - Mathematics for Elementary Teachers
- EDU 480 - Working with Families* -or-
- EDU 321 - Children's Literature*
- EDU 345 - Technology in the Classroom
- EDU 320 - Language Arts* -or-
- Elective
- EDU 367 - Teaching Science in Elementary Schools*
- EDU 360 - Teaching Soc Studies in Elementary Schools*

Fourth Year

- EDU 487 - Practicum*
- EDU 480 - Working with Families and Communities* -or-
- EDU 321 - Children's Literature*
- Elective
- EDU 373 - Teaching Elementary School Mathematics*
- EDU 430 - Educational Assessment & Evaluation
- EDU 490 - Elementary Education Internship & Seminar*

B.S. Degree in Educational Studies

A student in the undergraduate program in elementary education who is not admitted to the internship, is unable to complete the internship, or who elects not to do an internship may qualify for a baccalaureate degree in Educational Studies but will not be eligible for Maine teacher certification.

Secondary Certification (To teach in grades 7-12)

Teacher certification in Maine is available in the following subject areas: life sciences, physical sciences, English/language arts, social studies, art, mathematics**and foreign language.** Undergraduates seeking teacher certification should consult *first* with their major advisor and *next* with the Coordinator of Secondary Education in the UNE Department of Education.

Candidates for secondary teacher certification are required to meet the core requirements of the College of Arts and Sciences and the requirements for the subject in which they have declared a major. In addition, those seeking secondary certification must complete a core of professional education courses (described below). Students also may be required to take additional content courses in order to meet state certification rules in existence at the time certification is sought.

**Students seeking certification in mathematics or foreign language education may need to take some courses at other institutions, as the University does not currently offer all of the content courses required for state certification in these areas. UNE students are eligible to take courses nearby under the Greater Portland Alliance of Colleges and Universities (described elsewhere in this catalog).

Admission to the Secondary Certification Program

Undergraduate students seeking certification in Maine to teach in grades 7 through 12 must make formal application to the Department of Education. Application forms may be obtained from the major advisor or from the Coordinator of Secondary Education. At the time of admission, an applicant must have a minimum cumulative grade point average of 2.5 and a content teaching field cumulative average of 3.0. All courses counted in

the content teaching field must be passed with a “B” or better. Once accepted into the Secondary Certification Program, candidates must maintain a 2.75 professional education cumulative grade point average and a 3.0 content teaching field grade point average to remain in the program. Candidates must pass all professional education courses with a “C” or better. Only elective courses not required as part of the core may be taken on a pass/fail basis.

Professional Education Curriculum Requirements Secondary Certification (Undergraduate students)

Note: Courses in which an asterisk () follows the title indicates a field experience requirement. (See section on Experiential Learning and Observation Requirement.)*

Education Courses	40
EDU 105 – Introduction to Schools	2
PSY 270 - Socio-cultural Context of Human Dev II -or- EDU 330 - Ed Psych & Devel Appropriate Practices	3
EDU 133 - American Education	3
EDU 200 - Designs for Effective Learning	3
EDU 220 - Exceptionality in the Classroom	3
EDU 345 - Technology in the Classroom	3
EDU 430 - Educational Assessment & Evaluation	3
EDU 487 - Practicum	2-9
<i>The appropriate one of the following:</i>	3
EDU 441 - Art Education Methods*	
EDU 435 - Foreign Language Methods*	
EDU 436 - Methods Teaching Secondary Ed: English*/ Language Arts	
EDU 437 - Methods Teaching Secondary Ed: Science*	
EDU 438 - Methods Teaching Sec Ed: Social Studies*	
EDU 439 - Methods Teaching Sec. Ed: Mathematics*	
EDU 492 - Secondary Internship and Seminar	15

Admission to Advanced Standing

Undergraduate students wishing to pursue teacher certification will be reviewed for admission to advanced standing by a teacher education committee when s/he has completed approximately 60 credit hours. Advanced standing is earned by achieving minimums of a 2.75 cumulative grade point average in professional education courses and a 2.5 cumulative grade point average in all courses. Grade point averages will be calculated using only courses taken at UNE (the cumulative grade point average) and using transfer courses if accepted as a

part of the professional program (the cumulative professional grade point average). Only elective courses not required as a part of the core may be taken pass/fail.

Students must take the Praxis I Pre-professional Skills Tests (PPST) and pass with state of Maine minimum scores. Beginning in the Fall of 2001, all freshman and transfer students must take and pass all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) during their first semester at UNE. Students who do not pass one or more sections of the test must retake the failed section or sections during the second semester. Students who do not pass all three parts of the PPST may not continue in Education courses.

Students may obtain additional information from the Department of Education office or from the Educational Testing Service website: www.teachingandlearning.org.

Students must achieve the above criteria in order to take professional education courses until all of the criteria have been met. For example, students whose grade-point average is below the designated minimums must improve their grade-point average before continuing in education courses. Likewise, students who have not passed the reading, writing, and math sections of the Praxis I Pre-professional Skills Tests (PPST) must attain passing scores before moving ahead with education courses. Information about the PPST can be obtained from the UNE Department of Education or from the Educational Testing Service (ETS) website: www.teachingandlearning.org.

Transfer Policies

Undergraduate students electing to transfer to the University of New England Department of Education must demonstrate a potential for meeting the academic and field based requirements of the program. This is done principally by earning a 2.50 cumulative GPA in all courses taken. Students not meeting this requirement may be conditionally admitted. Transfer courses being used to satisfy professional education requirements must have been completed with a "B" grade or better. Courses considered part of the professional program are listed elsewhere in the department description.

At the discretion of the Department of Education, professional education courses greater than five years old which transfer from other institutions might transfer as elective credit, but may not necessarily be applied towards professional course requirements.

Post Baccalaureate Teacher Certification Program (TCP)

This self-paced program is for individuals who hold a baccalaureate degree and are interested in a career in teaching. Through course work designed to satisfy department and state requirements, certification in areas of elementary or secondary education can be obtained. Courses provide pedagogical and content knowledge as well as extensive experience in public school classrooms. Course sessions are generally held in the late afternoon or evening on both campuses, accommodating either a part-time or full-time schedule. Admission to the program is based on the quality of a candidate's previous work and potential for success. Once accepted into the program, students are assigned an advisor. An individualized program of study will be developed to meet state and department requirements for certification.

Additional information and an application may be obtained by contacting the Chair of the Department of Education or Admissions Office.

Eligibility Requirements for Admission to the TCP Program

1. A completed application form; letters of reference; personal essay; and official transcripts from all institutions (including UNE) indicating capacity for course work and potential for teaching.
2. A completed transcript analysis from the Maine Department of Education.
3. A minimum cumulative grade point average of 2.5 and a minimum cumulative grade point average of 2.5 in the secondary level teaching content area.

Post Admission Performance Expectations

1. Students must complete all course work at UNE with a grade of "B" or better.
2. All students will be required to take EDU 200, Designs for Effective Learning, and one UNE professional education methods course, regardless of previous course work in education at another institution.
3. All content major and professional education course work must be completed prior to the internship.
4. No professional courses may be taken Pass/Fail.
5. During the first semester following formal acceptance into the Teacher Certification Program, students must take and pass all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) or the Praxis I Computer Based Test (CBT). Students may obtain additional information from the Department of Education office or

from the Educational Testing Service website: www.teachingandlearning.org. No student will be registered for the student teaching internship until this requirement is met.

All elementary and secondary content area methods courses require some field experiences. The course, Designs for Effective Learning, requires observation time in the public schools.

The Student Teaching Internship and Seminar

The internship is a fifteen week, full-time experience that includes a weekly afternoon seminar on campus. The internship is 15 credits. It is not recommended that students undertake significant additional responsibilities during this time period. Additionally, an application for internship is required in the semester prior to the internship. Notice of the calendar of deadlines for paperwork and registration is available from your advisor and posted on bulletin boards on both campuses. Announcements regarding the student teaching internship will be made in Education classes at the beginning of each semester.

Eligibility for Admission to the Internship Semester

1. Unconditional admission to the Post-baccalaureate Teacher Certification Program.
2. All course work satisfactorily completed. A minimum cumulative grade point average of 2.75 for all professional education courses and a minimum cumulative grade point average of 2.5 in the subject matter teaching field (secondary certification only). All content and professional education courses must be successfully completed prior to being admitted to the internship and no other courses may be taken during the internship semester.
3. Passing scores on all three sections (reading, writing, math) of the Praxis I Pre-professional Skills Test (PPST) or Praxis I Computer-Based Test (CBT). Students may obtain additional information from the Department of Education office or from the Educational Testing Service website: www.teachingandlearning.org.

Protocol describing the requirements for Admission to the Internship Semester and Placement in the Internship are the same as for the undergraduate program and can be found at the end of the program descriptions.

Curriculum for Elementary Certification

45 Credits

Note: Courses in which an asterisk () follows the title indicates a field experience requirement. (See section on Experiential Learning and Observation Requirement.)*

Content Area/Course	Credits
<i>Knowledge of learner and learning process -</i>	3
PSY 220 - SoCult Context of Human Devel I -or-	
EDU 330 - Ed Psych & Devel Appropriate Practices	
<i>Teaching exceptional students in the regular classroom -</i>	
EDU 220, 510 - Exceptionality in the Classroom	3
<i>Content area methods -</i>	
EDU 373, 573 - Teach Elemen School Mathematics*	3
EDU 217, 517 - Teaching Reading*	3
EDU 367, 567 - Teaching Science in Elementary School*	3
EDU 361, 561 - Teach Social Studies in Elemen School*	3
<i>Content area methods</i>	
<i>Select One:</i>	3
EDU 320, 520 - Language Arts*	
EDU 321, 521 - Children's Literature*	
EDU 425, 525 - Whole Language: Finding Balance in Literacy	
<i>Curriculum design and methods of evaluation -</i>	
EDU 200, 500 - Designs for Effective Learning	3
EDU 430, 530 - Educational Assessment and Evaluation	3
<i>Computer literacy and application in the classroom -</i>	
EDU 345, 545 - Technology in the Classroom*	3
<i>Student teaching -</i>	
EDU 490, 591 - Elementary Ed Internship & Seminar	15

Curriculum for Secondary Certification

36 Credits

Note: Courses in which an asterisk () follows the title indicates a field experience requirement. (See section on Experiential Learning and Observation Requirement.)*

Content Area/Course	Credits
<i>Knowledge of the learning process -</i>	
EDU 133, 533 - American Education	3
<i>Knowledge of the learner -</i>	
<i>Select One:</i>	3
PSY 270 - SoCult Context Human Development II	
EDU 330 - Ed Psych & Develop Appropriate Practices	
<i>Content area methods -</i>	
<i>Select One:</i>	3
EDU 434, 534 - Art Education Methods*	
EDU 435, 535 - Foreign Language Methods*	
EDU 436, 536 - Method Tching Sec Education: English*/ Language Arts	

EDU 437, 537 - Methods Tchng Sec Education: Science*	
EDU 438, 538 - Methods Tchng Sec Ed: Social Studies*	
EDU 439, 539 - Methods Tchng Sec Education: Math*	
<i>Curriculum design/methods of evaluation -</i>	
EDU 200 - Designs for Effective Learning	3
<i>Methods of Evaluation -</i>	
EDU 430, 530 - Education Assessment & Evaluation	3
<i>Teaching exceptional students in the regular classroom -</i>	
EDU 220 - Exceptionality in the Classroom	3
<i>Technology in Education -</i>	
EDU 345, 545 - Technology in the Classroom	3
<i>Student teaching -</i>	
EDU 492 - Secondary Internship & Seminar	15

Students Wishing to Combine Graduate Study With Their Teacher Certification Program

Students who are matriculated in the post-baccalaureate Teacher Certification Program (TCP) and who would like to continue at UNE to pursue the Master of Science in Education (M.S.Ed.) degree may wish to take some of their course work for graduate credit. A maximum of nine (9) *graduate* credits taken at UNE may be accepted toward the master's degree as follows:

1. Courses must be at the graduate (500 or higher) level.
2. Courses already taken at the baccalaureate or post-baccalaureate level (and for which undergraduate credit was awarded) cannot be retroactively assigned graduate credit.
3. Selected required courses in the Master of Science in Education program for which there are equivalents in the UNE Teacher Certification Program (TCP) may be waived at the discretion of the program director or department chair. In these instances, candidates for the master's degree may select from among other electives in order to complete the minimum thirty-three credits (33) required for receipt of the degree.

Specific Protocol That Applies to All Education Department Students

Certification

Students who successfully complete our undergraduate Elementary Education Program and receive a passing score on the Pre-Professional Skills Tests (PPST) are automatically recommended for Maine certification for grades kindergarten through eight and are eligible for certification in 35 states through the Interstate Certification Compact. Post-baccalaureate students are eligible for the appropriate elementary or secondary certification.

Suitability for Teaching

Since programs in the Department of Education are aligned with state and national standards and ultimately lead to teacher certification, only individuals who demonstrate that they possess the knowledge, skills, professional attitude, and commitment to future students will be recommended by the institution for certification. The goal of the Department of Education and the University is to graduate teachers who are caring, competent, and qualified.

Students admitted to UNE's teacher education programs are reviewed periodically for the purpose of determining their professionalism and suitability for teaching. Students complete self-assessment questionnaires and are evaluated by faculty. These reviews ordinarily are done at the beginning of the student's professional education sequence and at midpoint, then culminate with the Professional Review Board (referenced later in this section of the catalog). Factors for review include professional attitude, sincerity, commitment to young people, grade-point average, verbal and written communication skills, recommendations of faculty and others, and test scores. Additionally, students may be required to participate in a personal interview in order to ascertain overall suitability for teaching. Individuals whose suitability for teaching is in doubt may continue only at the discretion of the faculty and only with a professional development plan, which will be evaluated at the end of the subsequent semester's work. Students who are deemed to be unsuitable for teaching will be dismissed from the program.

Experiential Learning and Observation Requirement

The faculty in the Department of Education are committed to ongoing and frequent observation and involvement in schools. The teacher education programs at UNE have a specific competency-based focus to meet the ten Maine standards for teacher education. All students engaged in teacher preparation should expect to spend anywhere from 1 - 5 hours per week in a school setting in each of the semesters for which they are registered for professional education courses (with an EDU prefix) above the 100 level. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, the teaching of lessons, conducting of experiments, administration of assessments, etc.) The actual number of hours spent in the school setting will

depend upon the number and nature of the courses in which students are involved. Transportation to and from schools is the responsibility of the student.

Practicum and Clinical Experiences

The UNE program provides opportunities for extensive field experience in school settings which promote reflective practice and the development of skills necessary for effective teaching. Students work directly and actively in classrooms with professional teachers throughout the program, with ongoing supervision and support from both the cooperating teacher(s) and UNE faculty.

The gradual introduction of the student into a variety of classroom activities and settings begins in the fall of the first year. Opportunities for students to observe a variety of teaching techniques and styles, levels, and settings continues throughout program.

All students participate in regular and ongoing field experiences. Students must arrange their own transportation or arrange to share transportation with other students. All transportation costs associated with required clinical and observation experiences are the responsibility of the student. Faculty teaching the courses will provide opportunity for discussion of transportation options during the first class period.

Eligibility for and Admission to the Internship (all programs)

Admission to the internship is not guaranteed. In order to be considered for the internship, a minimum cumulative grade point average of 2.75 for all professional education courses must be earned.

Admission is achieved by demonstrating a knowledge of and basic competency in the Standards for Initial Certification and that the candidate has:

1. Sufficient knowledge regarding the components of effective instruction;
2. Sufficient knowledge of appropriate grade level content and teaching methods;
3. Sufficient knowledge of the developmental needs of students;
4. Sufficient knowledge of how to establish and maintain effective cooperative relationships with school personnel, students, and parents;
5. Understanding of and empathy for working with students.

All courses in the content teaching area and all professional education courses must be successfully completed prior to being admitted to the internship and no other courses may be taken during the internship semester.

Placement in the Internship

The selection of individual internship sites will be made by the Director of Clinical and Field Experiences. Geographical location relative to UNE is a consideration. UNE has a collaborative relationship with many districts and selects both schools and teachers based on their interest in and ability to assist interns in demonstrating mastery of the Initial Certification standards.

Placement in an internship is not guaranteed. The Department of Education, through its Director of Clinical and Field Experiences, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. Difficulty in finding a placement is typically a result of poor academic performance in the subject matter area in which students are seeking certification; poor interview techniques; poor match between the intern and the teacher and/or school.

The University, at its discretion, will not place students in internship settings (1) where an intern's children or relatives are enrolled; (2) in which the intern was enrolled or from which the intern graduated; (3) where a spouse or relative of an intern is currently employed, or (4) where the intern has been employed.

Additionally, the intern will need to present evidence of having taken and passed the reading, writing, and math sections of the Praxis I Pre-professional Skills Tests (PPST).

Professional Review Board (PRB)

All undergraduate students enrolled in the internship and students completing the post-baccalaureate Teacher Certification Program (TCP) must demonstrate their competence and understanding of Maine's Ten Standards for Initial Certification before the Professional Review Board (PRB). The Board is comprised of professional educators from area schools, as well as UNE faculty.

End-of-Program Celebration Ceremony

Individuals who have completed all course work in the undergraduate or post-baccalaureate Teacher Certification Program and who have completed a supervised internship (or one full year of teaching) are eligible for participation in the December or May Teacher Education Celebration Ceremony.

Professional Development Courses

Educators who are seeking graduate-level professional development opportunities are eligible to register for Instructional Video Courses (IVC). These high-quality courses provide for individual study through distance learning. Further information may be obtained from the director, Master of Science in Education through distance learning program.

Department of English

College of Arts & Sciences

Majid, Anouar (Chair) Professor
 Ph.D., Syracuse University—English; M.A., City University of New York—English; B.A., University of Fez, Morocco—English.

Anderson, Matthew Assistant Professor
 Ph.D., Yale University—Comparative Literature; M. Phil., Yale University—Comparative Literature; B.A., Colorado College.

Halpert, Stephen K. Associate Professor
 M.A., Harvard University—Teaching; B.A., Brown University—American and British Literature.

Mahoney, Joseph Associate Professor
 Ph.D., Pennsylvania State University—English; M.A., Northeastern University—English; B.A., Boston College—English.

Tuttle, Jennifer Assistant Professor
 Ph.D., University of California, San Diego—Literature; M.A., University of California, San Diego—English and American Literature; B.A., University of California, Irvine—English.

The Department of English introduces students to significant global literary works and trains them in the careful analysis of texts, ranging from traditional novels to film and emerging electronic communication. The English major doesn't limit itself to works originally written in English language but, relying on the art of translation, crosses national and language boundaries to include the entire global literary and textual experience. Through a variety of theoretical approaches, students will learn how to analyze the heavily textualized world around them and prepare themselves for numerous occupations in their professional careers.

The Department of English actively participates in the delivery of the Core Curriculum and promotes a culture of good communications skills. It offers English Composition and elective workshops in newspaper writing.

Bachelor of Arts in English	Credits
Core Curriculum Requirements	42-43
English Major Requirements	24
ENG 115-British Literature I	3
ENG 116-British Literature II	3
ENG 206-Introduction to Literary Theory and Criticism	3
ENG 200-American Literature I	3
ENG 201-American Literature II	3
ENG 329-Islam in Literature	3
(Comparative Studies in World Literature)	3
ENG 405-Postcolonial Literature	3
ENG 490-Capstone Independent Study	3
Major Electives Required	12
Elective Courses	
Electives sufficient for minimum degree total of	120

Minor in English

A student in another department may, with the permission of the Department of English, take a minor within the department upon the completion of 18 hours of course work in the appropriate field.

Department of Environmental Studies

College of Arts & Sciences

Saboski, Eleanor (Chair) Associate Professor
Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

Carter, Jacque (Dean, College of Arts and Sciences) Professor
Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.

Feurt-Bauman, Christine Coordinator, Center for Community Sustainability
M.A., College of William and Mary-Biology; B.S., University of Maryland-Zoology.

Grumbling, Vernon Owen Professor
Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British & American Literature; B.A., St. Vincent College-English.

Lemons, John Professor
Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach-Zoology.

Morgan, Pamela Associate Professor
Ph.D., University of New Hampshire-Natural Resource Conservation; M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.

Peterson, Richard Assistant Professor
Ph.D., University of Wisconsin-Madison-Environmental Studies; M.S., University of Wisconsin-Madison-Environmental Studies; B.A., Michigan State University-International Studies.

Simon, Cynthia Internship Coordinator
M.S., Lesley University-Environmental Education; B.S. Northeastern University-Business Marketing.

Department of Environmental Studies (DES)

Mission Statement

It is our goal to increase awareness and appreciation of human connections with the rest of the natural world, and to stimulate advocacy for harmonious behaviors. The liberal arts curriculum stresses sound interdisciplinary understanding of the natural sciences, social sciences, and humanities in order to explore past, present, and potential ways of living on the earth. We are concerned with environmental issues at local, regional, national, and global levels, and we especially desire to help communities practice sustainable living by means of our teaching, research and service. Faculty and students collaborate in active and critical learning through community discourse, personal inquiry, and experiential learning. We intend that our students develop a personal, aesthetic awareness of the earth, and that they engage in the inquiry, discovery, critical thinking, and debate that characterizes the study of environmental issues in the world.

Introduction to the programs

In this complex world, it is increasingly obvious that the solutions to international, national and even personal problems require knowledge and expertise in many fields of study. Environmental problems are a prime example. In order to fully understand environmental issues knowledge is required from physical and biological sciences along with mathematics; from social sciences such as economics and sociology; and from value-based humanities disciplines such as history and literature and philosophy. Professionals who tackle these problems also need skills in computer science, writing and oral communication in order to explain problems and their solutions to a wider audience. The fields of environmental science and environmental studies require the use of this knowledge and these skills perhaps more than any other fields of study. It is our objective to train students

to become adept in these areas so that they will become critical thinkers and problem solvers in their personal lives as well as in their chosen careers.

The means by which we achieve these educational objectives is through our core of environmental courses, and through courses that help each of our students develop a personal philosophy as well as prepare for their career goals. Within our environmental core are four levels of development. The first level emphasizes a thorough understanding of the basic scientific and non-scientific knowledge needed to solve environmental problems. We then build on this in the second year as students learn field research and communication skills that they apply to specific environmental issues. The third level of development focuses on critical thinking and problem solving, and the fourth on the application of each of these levels to the study of real-world problems through case studies, impact assessment and internships. This hands-on approach not only helps students gain confidence in their own abilities, but it also benefits the wider community. The problems addressed are diverse and wide ranging, and may include how best to preserve a natural area or species, how to restore a native ecosystem, how to plan for future development, and even how to evaluate and mitigate the effects of global climate change.

Internships provide students with another opportunity to practice these newly developed skills and also help to establish professional networks that often lead to job opportunities upon graduation. The variety of professions that are occupied directly by our graduates reflect the interdisciplinary nature of environmental careers. Our graduates work in air and water resource management, ecological restoration, education, journalism, toxicology, field research, environmental impact assessment, law and environmental health. Other graduates have entered both Masters and Ph.D. level programs in those same fields. Every environmental issue that emerges reinforces our commitment to train our students to handle those issues with skill and confidence.

Learning Communities

DES is involved with four types of Learning Communities - each of which links courses in environmental studies with other courses

1. For All First-Year Environmental Majors

All entering first-year environmental students participate in a two-semester-long learning community focused on the fundamental themes of environmental science and biology: change, constancy, and interdependence. The learning community reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits for literature, 3 credits for environmental studies and 2 credits for an integrating seminar experience for a total of 16 credits over two semesters. This integrative approach enables students to more clearly understand the relationships between environmental issues, biology and humanities in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. Students will have the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I & II (BIO 100/101), Introduction to Environmental Issues (ENV 100A), Literature, Nature and Biology (LIT 121), and Introduction to Environmental Studies I & II (ENV 150, 151). Offered yearly.

2. For All First Year Biology and Biochemistry Majors

All entering first-year Biology and Biochemistry majors participate in a two-semester-long learning community which reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits of a humanities exploration and 3 credits for environmental studies, for a total of 14 credits over two semesters. This integrative approach enables students to more clearly understand the relationships between environmental issues, biology and humanities in a way that improves their communication, critical thinking and writing skills. Students will have the opportunity to work with instructors in determining some course content and methods of instruction. The learning community fulfills requirements for Biology I & II (BIO 100/101), Introduction to Environmental Issues (ENV 100A), and an Exploration course. Offered yearly.

3. For All First Year Non-Science Majors

All entering first-year non-science majors participate in a one-semester-long learning community which reflects an interdisciplinary approach to education and awards 4 credits for biology and 3 credits for environmental studies for a total of 7 credits. This integrative approach enables students to more clearly understand the relationships between environmental issues and biology in a way that improves their communication, critical thinking and writing skills. A variety of experiential learning activities are planned. The learning community fulfills graduation requirements for a laboratory science and a course to increase environmental awareness. Offered each semester.

4. For All Second Year Environmental Majors

In their second year, all environmental majors will take a sequence of three courses plus a lab which form a foundation of understanding of environmental issues. In addition to the courses; Population, Pollution, and Conservation and Preservation, students will continue to develop their research and communication skills both in the sequence and in an associated lab on Conservation and Preservation. Total of 11 credits offered yearly.

Internships

Each Environmental major pursues an internship either at the regional, national or global level (ENV 395 or 495A) or at the local level through DES' Center for Community Sustainability (ENV 495B). Internships provide students the opportunity to explore a career with a specific environmental agency under the guidance of DES' Internship Coordinators.

Honors Program

The Department of Environmental Studies (DES) and the Department of Biological Sciences (DBS) give selected students the opportunity to do independent study and research in their major, ultimately leading to a Bachelors degree "with Honors." Incoming DES and DBS students with outstanding high school academic records, high SAT or ACT scores, and satisfactory performance on UNE standardized math and writing exams, will be invited to participate in this program in their second year. Details are available under the DBS section of this catalog.

Major Programs

The two majors, Environmental Science and Environmental Studies, share a common core experience to which is added courses appropriate for each. For both majors, the following core of courses must be completed successfully:

Environmental Program Core

Program/Degree Area	Credits
University Core Requirements	42-43
Required Environmental Courses	minimum 32
<i>Environmental</i>	
ENV 100 - Introduction to Environmental Issues	3
ENV 150, 151 - Introduction to Environmental Studies	2
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
ENV 220L - Conservation and Preservation Lab	2
ENV 230 - Environmental Geology with Lab	4
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or-	3
ENV 375 - Environmental Impacts	4
ENV 395 or ENV 495 - Internship -	3-9
ENV 399 - Advanced Topics in Environmental Issues	3-4
Required Science & Mathematics Courses	26
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 350 - Ecology	4
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
<i>Mathematics</i>	
MAT 150 - Statistics for Life Sciences	3
Required Humanities Exploration	
LIT 121- Exploration: Literature, Nature & Biology	3

Environmental Science Major

This major is designed for students who prefer to emphasize the scientific aspects of natural resources and environmental issues. It emphasizes proficiency in the sciences, but also provides students with an understanding and awareness of relationships between environmental problems and socio-political traditions and policies. To complete this major, students will finish the above core of courses and, in consultation with their advisors, will select a least four additional courses in Biology, Chemistry, Environmental Science and/or Physics. In addition, it is possible for the Environmental Science major to add a defined minor in the following areas: Biology, Chemistry, Marine Biology, Animal Studies, and Environmental Health.

Environmental Studies Major

This major is designed for students primarily interested in the humanistic and socio-political aspects of natural resource and environmental issues, while at the same time providing a foundation in the sciences. In addition to the Environmental core requirements, this major requires at least five courses (exclusive of college core requirements) in areas outside of the physical, chemical and biological sciences. Choices might include courses in Environmental Literature, Philosophy, History, Education*, Sociology or Economics, for example. The choice of courses will be based on an analysis of the personal and professional goals of the student by the team of student and advisor.

Teaching Certification

*DES and the Department of Education (DE) jointly offer environmental majors interested in teaching the opportunity to acquire their secondary science teaching credentials so that they are qualified to teach in private and public schools upon graduation. See specific credential requirements under the section designated for the Department of Education (page 69).

Environmental Minors

Two minors are offered through DES and are described below. Students wishing to obtain a minor in DES must have a faculty advisor and DES approval.

Environmental Health Minor

Environmental Health is a disciplinary branch of public health in which the environment of humans is studied in order to reach an understanding of the health condition of humans. One goal of this minor is to prepare students for employment or graduate study in Environmental Health. To help accomplish this goal, students must complete the core of Environmental courses listed below as well as 3 additional health-related courses which are selected in consultation with an advisor and which help to prepare them for an internship of up to nine credits with an institution or company that will provide training in practical methods and tools in solving environmental health problems.

Environmental Studies Minor

Any student may achieve a minor in Environmental Studies by accumulating a minimum of 18 credit hours in the following courses:

ENV 100 - Introduction to Environmental Issues	3
ENV 200 - Population and the Environment	3
ENV 210 - Pollution and the Environment	3
ENV 220 - Conservation and Preservation	3
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or-	3
ENV 375 - Environmental Impacts	4

Department of Exercise and Sport Performance

College of Arts and Sciences

LaRue, Richard (Chair) Associate Professor
D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-Teaching: Physical Education and Health.

Bachelor, Brian (Coordinator of Athletic Training Education Program) Assistant Professor
M.S., University of Maine at Orono-Exercise Science; B.S., University of Maine at Orono-Physical Education; Certified National Athletic Trainer.

Cook, Matt Clinical Educator
B.S., University of New England-Health Science; Certified National Athletic Trainer.

Garbe, Kathleen Assistant Professor
Ph.D., Texas Woman's University-Health Sciences; M.S., Illinois State University-Health Education; B.S., University of Wisconsin-Health Education/Physical Education.

Lamarre, Wayne Assistant Professor
M.Ed., Vermont College of Norwich University-Curriculum & Instruction in Higher Education; B.S., Central Connecticut State University-Athletic Training/Physical Education; B.S., University of New England-Physical Therapy.

Niles, Steve Fieldwork Coordinator
B.S., University of New England-Health Sciences; Certified National Athletic Trainer.

Program Goals

The programs in the Department of Exercise and Sport Performance are designed to prepare graduates for progressively responsible positions in a variety of organizational settings dealing specifically with exercise and human performance in sport and physical activity. By incorporating an emphasis on oral and written communication abilities, and a values-based curriculum that emphasizes the importance of diversity in the workplace and on teams, students completing the requirements in any of the Department's degree programs are ideally situated for positions in today's rapidly changing environments in a variety of settings including hospitals, sports medicine clinics, schools, corporations, and with sports and/or fitness organizations.

Curriculum Goals

The Department of Exercise and Sport Performance, in its commitment to the College of Arts and Sciences core curriculum, has designed departmental degree curricula that reinforce the College of Arts and Sciences core values of discovery, creativity, problem-solving, decision-making and critical thinking. The Department further embraces the educational philosophy of physical education and sport: the development of the whole person through knowledge acquisition and experience that stress cognitive, affective and psychomotor outcomes. These outcomes are accomplished at UNE through a series of learning experiences that form a foundation of professional knowledge and skills.

Additionally, all students in the Department of Exercise and Sport Performance are required to complete a series of clinical experiences or internships (depending upon the degree program) that are designed for further applied learning and professional development. These closely managed experiences are an integral part of the curricula and provide opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills, along with the specific skills of the degree program.

The Supporting Faculty

The faculty in the Department of Exercise and Sport Performance of the University of New England bring a particular strength to the programs: they all have sound academic preparation and have strong professional and applied experience in their fields of specialization. The Department's faculty members have worked in multiple settings, including (but not limited to): college/university athletic programs, public school athletic programs, YMCAs programs, day and residential sport and recreational camps, club sport programs, corporate fitness programs, and teaching/consulting in domestic and international educational programs. They pride themselves on bringing over 50 years of both teaching and work experience to the learning environment, thereby facilitating the application of curriculum content to actual individual, team, and organizational settings.

The Degree Programs

The Department of Exercise and Sport Performance curricula focus on individual, team and organizational performance, through the following degree programs:

- I. Bachelor of Science in Athletic Training Education
- II. Bachelor of Science in Exercise and Health Promotion
- III. Bachelor of Science in Sport Management

All degree curricula for the above majors consist of three parts: (1) Arts and Sciences Core Requirements; (2) Science or Business Foundation Requirements; (3) Major Requirements

I. Bachelor of Science in Athletic Training Education

This degree program is designed for individuals who want to work to improve individual and team wellness and health. The curriculum in this program combines the study of anatomy and other health-related sciences with study in the management of fitness and sports performance. In providing students with a thorough understanding of the effects of sports and sports injuries on the individual performer, students are taught both preventive and prescriptive techniques and apply them in a series of six (6) clinical placements.

The curriculum for Athletic Training Education is provided below:

Program/Degree Area	Credits
College of Arts and Sciences Core Requirements	42-43
includes MAT 120 or MAT 150* - Statistics	3
*prerequisite for SPT 420 Research Methods	
Major Requirements (Science Foundation)	23
BIO 245 - Gen. Prin. Anat., Phys & Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys & Patho. II	5
CHE 130 - Principles of Chemistry	4
PHY 200 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus**	3
**Prerequisite for PHY 200 - Physics I	
Athletic Training Education Major Requirements	60
SPT 101 - Sport & Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
SPT 420 - Research Methods	3
EXS 130 - Motor Development	3
EXS 210 - Fundamentals of Nutrition & Exercise	3
EXS 310 - Kinesiology & Biomechanics	3
EXS 320 - Exercise Physiology	3
ATC 100 - Introduction to Athletic Training	1
ATC 101 - Injury Prevention & Risk Management	3
ATC 150 - Acute Care of Injury & Illness	2
ATC 299A/B - Clinical Experiences 1 & 2	4
ATC 399A/B - Clinical Experiences 3 & 4	4
ATC 499A/B - Clinical Experiences 5 & 6	4
ATC 302 - Assessment of Athletic Injury I	3
ATC 304 - Assessment of Athletic Injury II	3
ATC 333 - Gross Anatomy	3
ATC 430 - Therapeutic Modalities	3
ATC 440 - Therapeutic Exercise	3
ATC 450 - Medical Aspects of Sport	3
ATC 480 - Admin of Athletic Training Programs	3
Electives Courses	
Elective credit sufficient for minimum total of	125

Athletic Training Education: Professional Component Academic Policies

The professional portion of the Athletic Training Education program covers the last six semesters of the program. The curriculum in this program combines the study of human anatomy and other sciences with study in managing fitness and sports performance. Classroom, laboratory, and clinical experiences are provided. The clinical education sites are selected to provide a broad base of experience in a variety of allied health care settings.

Athletic Training Education - Admission Requirements

Athletic Training Education accreditation standards mandate that admission to the professional portion of the program be criteria based. Therefore, meeting the coursework requirements does not guarantee a student admission into the athletic training education major. Please contact the Program Director of Athletic Training Education for additional information.

The following criteria must be met for a student to be eligible for admission into the professional portion of the athletic training major:

1. Minimum cumulative GPA of 2.75 for all Department requirements.
2. Completion of ATC 100, and ATC 150 with a minimum grade point of 2.0.
3. Completion of a minimum of 30 observational clinical hours (ATC 100) under the direct supervision of a UNE Clinical Educator or Instructor.
4. Successful completion of OSHA required safety training.
5. Regular attendance at Athletic Training Program meetings and presentations.
6. Completion of a program application and formal interview with the Program Director of Athletic Training Education and faculty.
7. Fulfillment of the health requirements as outlined in the Athletic Training Student Handbook. This includes the completion of the university Immunization Questionnaire and submission to UNE of proof of health insurance.

Athletic Training Education - Retention and Progression Requirements:

Students will be retained within the athletic training major providing the following criteria are maintained throughout the undergraduate experience:

1. Minimum cumulative UNE GPA of 2.50.
2. Minimum of 2.75 GPA in ALL Departmental and Athletic Training Education major required courses.
3. Grade point of 2.0 or better in all Athletic Training major required courses.

Students who receive a grade point below a 2.00 in an Athletic Training major required course (courses with the ATC/SPT/EXS prefix) will be placed on clinical education suspension but allowed to continue in the curriculum provided the following occur:

- a. They maintain a minimum GPA of 2.75 in the Department/Major required courses.
- b. They repeat the course(s) and earn a grade point of 2.0 or higher the next time the course is offered. A course may be repeated only once.
4. Proof of successful progress toward the completion of both clinical proficiencies and fieldwork hours in compliance with the requirements and guidelines of the National Athletic Trainers Association.
5. Students who fail to demonstrate appropriate professional abilities and attributes will be subject to clinical education suspension. (See Student Program Handbook for details.)
6. Clinical Education Suspension Status: students failing to fulfill any of the above requirements will be removed from the clinical education portion of the athletic training program and placed on suspension until the deficiency is remedied.
7. Any student appealing a decision, or requesting a waiver or exception, should appeal to the Program Director. If a solution is not reached that is satisfactory to both parties, the student or other party should contact the Chairperson of the Department of Exercise and Sport Performance to request a formal review.
8. Other appeals should follow the process outlined in the UNE Student Handbook.

* Academic dishonesty (outlined in the University Student Handbook) will not be tolerated.

Please note: The total of credits required for graduation may change based on any admission testing in the areas of mathematics and writing.

II. Bachelor of Science in Exercise and Health Promotion

Exercise and Health Promotion majors graduate with the knowledge and skills necessary to prescribe exercise and health programs for healthy and health-limited populations; to counsel athletes, fitness enthusiasts, and health compromised participants in safe exercise; and to develop health promotion programming which leads people into lives of optimal health and wellness. Whether working with large medical centers, in research laboratories, the field of athletics and conditioning, sports medicine, or corporate fitness exercise and health promotion graduates are on the cutting edge of medicine, health, and fitness. With a combination of science, health, and fitness courses, these individuals are prepared for career opportunities involving physical activity programs in hospitals, industry, fitness facilities, and communities.

The curriculum for Exercise and Health Promotion is provided below:

Program/Degree Area	Credits
College of Arts and Sciences Core Requirements	42-43
includes MAT 120 or MAT 150* - Statistics	3
*prerequisite for SPT 420 Research Methods	
Major Requirements (Science Foundation)	23
BIO 245 - Gen. Prin. Anat., Phys & Patho. I	4
BIO 345 - Gen. Prin. Anat., Phys & Patho. II	5
CHE 130 - Principles of Chemistry	4
PHY 200 - General Physics I	4
PSY 105 - Introduction to Psychology	3
MAT 180 - Precalculus**	3
**Prerequisite for PHY 200 - Physics I	
Exercise & Health Promotion Major Requirements	56
SPT 101 - Sport & Fitness in Society	3
SPT 120 - Personal Health and Wellness	3
EXS 130 - Motor Development	3
EXS 210 - Fundamentals of Nutrition & Exercise	3
SPT 340 - Program & Facilities Management	3
SPT 420 - Research Methods	3
EXS 280 - Health Promotion and Wellness Prg	3
EXS 310 - Kinesiology & Biomechanics	3
EXS 320 - Exercise Physiology	3
EXS 330 - Fitness Evaluation & Prescription	3
ATC 101 - Injury Prevention & Risk Management	3
ATC 150 - Acute Care of Injury & Illness	2
ATC 333 - Gross Anatomy	3
HSM 302 - Health Services Delivery Systems	3
MGT 301 - Organizational Behavior	3
MGT 360 - Leadership	3
EXS 199A/B - Clinical Experiences 1 & 2	1
EXS 299A/B - Clinical Experiences 3 & 4	1
EXS 399A/B - Clinical Experiences 5 & 6	1
EXS 499A/B - Clinical Experiences 7 & 8	6
Electives Courses	
Elective credit sufficient for minimum total of	121-122

Clinical Experiences: All students in Exercise and Health Promotion complete a series of clinical experiences designed to expose them to the field of exercise and health and to give them progressively responsible experiences working with specialists in the field. As students move through the six clinical experiences, they learn the application of knowledge in the clinical setting and, during their fourth year, complete one or two longer-term placements under departmental supervision.

Academic Requirements: All students must maintain a minimum cumulative grade point average (GPA) of 2.75 in all required courses. In addition to the minimum GPA, a grade point of less than 2.0 is not acceptable in any course required for the degree. If the cumulative GPA falls below 2.75 in these courses, the student will be unable to continue taking courses in these areas and may not be allowed to participate in clinical experiences.

III. Bachelor of Science in Sport Management

A Sport Management graduate of the University of New England is uniquely qualified to work in the areas of recreational and competitive sports, and exercise and sport programs; as a management professional pursuing the activities associated with administration, supervision, and leadership. During four years of study, students learn the foundations of organizational performance, and its specific application to all areas of sport, and they apply the latest knowledge, skills and technology to facilities and program management. With the increased emphasis on maintaining healthy and active lifestyles, the evolution of sport as an integral part of American culture, the UNE Sport Management graduates are effective leaders prepared to improve the quality of life needed for all people in the twenty-first century. The curriculum for Sport Management is provided below:

Program/Degree Area	Credits
College of Arts and Sciences Core Requirements	42-43
includes MAT 120 or MAT 150* - Statistics	3
*prerequisite for SPT 420 Research Methods	
Major Requirements (Business Foundation)	30
ACC 201 – Financial Accounting	3
ECO 203 – Macroeconomics	3
MGT 101 - Introduction to Management	3
MGT 210 - Communication Dynamics in Organizations	3
MGT 301 - Organizational Behavior	3
MGT 302 - Human Resource Management	3
MGT 315 - Financial Management	3
MGT 325 - Legal Environment of Business	3
MGT 360 - Leadership	3
MKT 101 - Introduction to Marketing	3
Sport Management Major Requirements	30
SPT 101 - Sport & Fitness in Society	3
SPT 120 - Personal Health & Wellness	3
SPT 160 - Introduction to Sport Management	3
SPT 325/MKT 325 - Sport Marketing	3

SPT 340 - Program & Facilities Management	3
SPT 370 - Law & Ethics in Sport Management	3
SPT 395 - Internship (120 hours minimum)	3
SPT 401 - Seminar in Sport Management	3
SPT 420 - Research Methods	3
SPT 495 - Internship (240 hours minimum)	6
Electives Courses	18
Elective credit sufficient for minimum total of	121-122

Sport Management students must hold current certification in first aid & CPR prior to enrollment in internships. (Successful completion of ATC 150 will satisfy this requirement.) All students in Sport Management must maintain a minimum grade point average of 2.75 in all required courses. A grade point below 2.0 is not acceptable in any of the courses required for the degree program. If the GPA falls below 2.75 in the required course work, the student may not be allowed to begin or continue with course work or internships.

Health Services Management Program

College of Health Professions

Miree, Lucia F. (Program Director) Professor
Ph.D., Florida State University-Organizational Communication and Behavior; M.P.H., Boston University-Health Services Management; M.S., Florida State University-Communication Research; B.A., Auburn University-Foreign Languages: Spanish, French.

Ford, Charles W. Professor
Ph.D., SUNY at Buffalo-Organization and Administration; M.Ed., Pennsylvania State University-Communication; B.S., Pennsylvania State University-Mathematics and English; B.A., Taylor University-Natural Sciences.

Health Services Management Degree Programs

There are two degree programs offered by the Health Services Management Program: a four-year degree program for undergraduates beginning their college studies, and a two-year degree completion program for individuals who wish to return to complete their degrees. Both programs focus on preparing students for increasingly responsible leadership positions in a variety of health care management environments.

The Health Services Field

Health services management is an exciting and challenging field, applying management knowledge and skills to the delivery of a full range of health services. The curriculum is based upon a solid foundation of knowledge of the design and delivery of health services, with an emphasis on the managerial and leadership skills necessary to be effective in health services settings. Students are prepared for a wide variety of positions in health services environment, including general management or specialized careers in environments such as insurance, health maintenance organizations, hospitals, physician practices, long-term care and rehabilitation facilities, government policy offices, research organizations, and human resource departments. **Health Services continues to grow and employment opportunities in this field are many. Starting salaries usually exceed average baccalaureate graduates.**

Program Focus

This degree program is a rigorous, problem-solving focused curriculum designed to prepare health care professionals for ever-expanding leadership positions in the rapidly changing health services delivery environment. Upon completion of the degree program, students will be able to:

- understand various health services delivery systems and the impact of economic, sociological, psychological and political factors on the design and delivery of services;
- recognize the individual, social and environmental determinants of health, disease, and disability, and their impact on health services delivery systems;
- possess the management and administrative skills necessary to effectively and efficiently design, implement and manage health services in a variety of settings;
- analyze ethical and legal issues related to the design and delivery of health services;
- work effectively as a member of a multidisciplinary health care team;
- analyze health policy, applying it to the design and management of health services and health delivery systems;
- use data from a variety of sources, both primary and secondary, for health services management decision-making;
- evaluate health services and delivery systems quality, using a variety of quality assurance and quality improvement tools and processes;
- possess an understanding of health services evolution, governance, financial structure, and organization;
- identify and understand current issues in health services delivery as they impact health service organizations, policy, and professionals; and,
- be committed to continuing professional development as a manager.

Degree Programs in Health Services Management

The program has designed a curriculum for both its four-year degree program and its degree completion program that reinforces the learning experiences required of all University of New England students. These themes reinforce the university's core values of discovery, creativity, problem-solving, decision-making and critical thinking. The competencies are accomplished through a series of learning experiences that form a foundation of knowledge that provides students both theory and practice.

The four-year degree program includes a series of progressively responsible field experiences for students. The focus of these experiences is on the development and application of on-the-job skills in health services settings. They offer HSM students increasingly responsible opportunities to spend structured time in a variety of health care delivery settings. Students meet with managers from different levels within organizations, learning about employment in health services, observing the application of skills and abilities by managers, discussing the impact of changes in the health care environment, and, finally, applying knowledge in the managerial environment. Students in the degree completion program also participate in a field experience (an internship or field research project) during their final semesters of study, where they work closely with a senior manager in a health care setting to develop their managerial skills. These closely managed experiences are an integral part of the curriculum and provide opportunities for the development and reinforcement of effective interpersonal, team, and organizational skills, along with the specific skills of the degree program.

Language Competency Requirements

Students in the Health Services Management Program must have competency in the English language. For individuals for whom English is not their primary language, this competency may be demonstrated in a number of ways, including completion of the University's English as a Second Language (ESL) course series, a passing grade on the Test of English as a Foreign Language (TOEFL), etc. For further information, contact the Program Director.

Academic Performance Guidelines

Health Services Management students in both degree programs must maintain a minimum grade point average of B- (2.75) in all required courses. A grade of D (1.0) is not acceptable in any of the courses required for the degree programs. If the GPA falls below B- (2.75) in the required course work, the student may not be allowed to begin or continue in course work or field experiences, including internships.

An cumulative grade point average of C (2.0) is required for graduation.

Bachelor of Science in Health Services Management:

Four Year Degree Program

Program/Degree Area	Credits
University Core Requirements	43-44
Department Degree Requirements	43
HSM 150 - Introduction to Health Services Management	1
HSM 250 - Health Services Management Field Experience I	1
HSM 300 - Management of Health Services Organizations I	3
HSM 301 - Management of Health Services Organizations II	3
HSM 302 - Health Delivery Systems	3
HSM 303 - Health Care Economics	3
HSM 305 - Research Methods in Health Services	3
HSM 310 - Health Care Finance	4
HSM 350 - Health Services Management Field Experience II	1
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Planning and Policy	3
HSM 404 - Leadership and Team Development in Health Services	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public and Community Health	3
HSM 495 - Internship in Health Services Management	6
<i>Or</i> HSM 498 - Field Research in Health Services Management	(6)
Other Credits (electives)	33-34
Total Credits Required	120

HSM Minor

Health Services Management is an exciting and challenging field and has rapidly growing and ever expanding career opportunities. For those students who are studying in other majors, either the health professions or in the liberal arts and sciences, a minor in Health Services Management offers the opportunity to develop skills in leadership and management, and to study their application to the health care environment. Students wishing to pursue a minor in Health Services Management must have an advisor in the Program and approval of the Program Director. Each student works with the faculty advisor to design a minor consisting of five courses (15 credits) that most supports the student's interests, using these guidelines:

Required of all Students:	6 credits
HSM 302 - Health Care Systems	3
HSM 300 - Management of Health Services Orgs I	3
Three of the following courses:	9 credits
HSM 301 - Management of Health Services Orgs II	3
HSM 310 - Health Care Finance	3
HSM 370 - Law and Ethics in Health Care	3
HSM 401 - Health Planning and Policy	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public and Community Health	3
HSM 495 - Internship in Health Services Mgt	1-3

Bachelor of Science in Health Services Management:

Degree Completion Program

This is a two-year degree completion program that allows students to take full advantage of prior academic and professional work by using it as a foundation for further study in health services management. Courses are designed and delivered in formats most appropriate for working adults (e.g., weekends, evenings, full days, etc.)

A total of 120 credits are required for this degree programs and a student may apply to transfer up to 60 credits of prior academic and professional work completed through a regionally accredited two- or four-year college or a through specialized degree/licensing program (e.g., registered nurse, radiology technician, biotechnologist, dental hygienist, etc.). In addition, students may earn other credits through the development of approved learning portfolios documenting experiential learning and through approved professional training programs (e.g., American College of Healthcare Executives, Health Care Financial Management Association, etc.). Of the total coursework required for graduation (120), at least 24 credits must be in Arts and Sciences ("General Education").

The course work for the Bachelor of Science in Health Services Management Degree Completion Program is described below.

Department Degree Requirements	41
HSM 300 - Management of Health Services Organizations I	3
HSM 301 - Management of Health Services Organizations II	3
HSM 302 - Health Delivery Systems	3
HSM 303 - Health Care Economics	3
HSM 305 - Research Methods in Health Services	3
HSM 310 - Health Care Finance	4
HSM 350 - Health Services Management Field Experience II	1
HSM 370 - Law and Ethics of Health Care	3
HSM 401 - Health Planning and Policy	3
HSM 404 - Leadership and Team Development in Health Services	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public and Community Health	3
HSM 495 - Internship in Health Services Management	6
Or HSM 498 - Field Research in Health Services Management	(6)

(Students are placed into HSM 495 or HSM 498 based upon background, experience and interest).

Department of History and Politics

College of Arts and Sciences

Burlin, Paul (Chair) Associate Professor
Ph.D., Rutgers University-American History; A.B., Heidelberg College-Philosophy.

Ahmida, Ali Associate Professor
Ph.D., University of Washington-Political Science; M.A., University of Washington-Political Science.

Blake, Stanley Assistant Professor
Ph.D., SUNY at Stony Brook, Latin American History; M.A. SUNY at Stony Brook, Latin American History; A.B., Bowdoin College, History.

DeWolfe, Elizabeth Associate Professor
Ph.D., Boston University-American and New England Studies; M.A., SUNY at Albany, Anthropology; A.B., Colgate University-Social Science.

DiPadova, Theodore Associate Professor
Ph.D., City University of New York, European History; M.A., Brooklyn College of the City of New York, History; B.A., The College of Wooster, History and French.

Downs, Jacque Professor Emeritus
Ph.D., Georgetown University, American History; M.A., University of California at Berkeley, American History; B.A., University of California at Berkeley, History.

The objectives of the Department of History and Politics are to bring the study of the past to bear on the parochialism of the present and, in the process, to demonstrate the qualified and contingent nature of all human knowledge and experience; to expose students to a variety of cultures in historical context; to assist students to develop research and writing skills; to enrich students' appreciation and enjoyment of the richness of human endeavors; and to prepare students for a productive and rewarding professional life following the completion of their studies.

Minor

A student in another department may, with the permission of the Department of History and Politics, take a minor within the department upon the completion of 18 hours of course work in the appropriate field.

Pre-Law Emphasis

The pre-law emphasis allows students interested in studying law to receive special advising and to develop a liberal arts program of study appropriate as preparation for admission to law school and success in the legal profession.

Curriculum Requirements for Bachelor of Arts - History

Program/Degree Area	Credits
University Core Requirements	42-43
History Major Requirements	33-36
Two of the following three Options:	
<i>Option I</i>	
HIS 222 - US History: Contact through the Civil War	3
HIS 223 - US History: Reconstruction to Present	3
<i>Option II</i>	
HIS 230 - Continuity/Change from Ancient to Renaissance	3
HIS 231 - Continuity/Change in Modern Europe	3
<i>Option III</i>	
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
<i>Each of the Following:</i>	
HIS 335 - History and Historians	3
HIS 420 - Internship I	3
HIS 421 - Internship II (<i>Optional</i>)	3
HIS 450 - Senior Thesis	3
History Electives	12
Free Electives sufficient for minimum degree total of	120

Curriculum List

Department of History and Politics

Following is a list of courses offered through the Department of History and Politics, by subject area:

Subject Area	Credit
History	
HIS 200 - Theodore Roosevelt, Woodrow Wilson & the Dawn of the American Century	3
HIS 202 - American Identity & History	3
HIS 204 - Growing Up Female: A History of Girls in America	3
HIS 206 - Diaries, Journals and Letters	3
HIS 208 - Readers and Readings in American History	3
HIS 210 - Race and Ethnicity in Latin America	3
HIS 212 - Cultures of Imperialism: Latin America and the United States	3
HIS 214 - Contemporary History	3
HIS 222 - United States History: Contact through the Civil War	3
HIS 223 - United States History: Reconstruction to the Present	3
HIS 230 - Continuity and Change from Ancient to Renaissance Europe	3

HIS 231 - Continuity and Change in Modern Europe	3
HIS 240 - Colonial Latin America	3
HIS 241 - Modern Latin America	3
HIS 309 - American Material Culture	3
HIS 315 - Topics in American Studies	3
HIS 320 - The European Enlightenment and Its Historical Consequences	3
HIS 322 - French Revolution and Napoleon	3
HIS 324 - Monarchs and Parliaments in England	3
HIS 330 - Politics and Political Change in Modern Latin America	3
HIS 331 - Revolution and Social Protest in Mexico	3
HIS 333 - State and Society in Brazil	3
HIS 334 - Historical Geography	3
HIS 335 - Historians and History	3
HIS 336 - Women and the American Experience	3
HIS 338 - American Communal Experiments	3
HIS 340 - The United States and the World	3
HIS 380 - Slavery & Race Relations in the United States & Brazil	3
HIS 390 - American Identity & World Order	3
HIS 400 - Topics in History	3
HIS 404 - Directed Readings in History	3
HIS 420/1 Internship	3
HIS 450 - Fourth-Year (Senior) Thesis	3
Politics	
PSC 100 - Concept of Revolution	3
PSC 110 - The Politics of Culture	3
PSC 120 - Exploring Political Ideas & Issues	3
PSC 200 - American Government	3
PSC 280 - American Constitutional Law	3
PSC 300 - Politics & Literature in Egypt Through the Eyes of Mahfouz	3
PSC 305 - The Politics of Nationalism	3
PSC 310 - Government & Politics in North Africa	3
PSC 400 - Topics in Political Thought	3

Interdisciplinary Majors

The College of Arts and Sciences offers a number of interdisciplinary majors. Interdisciplinary majors are designed to provide students with a broad academic experience that integrates various disciplinary perspectives focused on specific topics or themes. Students may choose from American Studies, Liberal Studies, and Psychology and Social Relations.

I. American Studies

DeWolfe, Elizabeth (American Studies Coordinator) Associate Professor
 Ph.D., Boston University-American and New England Studies; M.A., State University of New York-Albany-
 Anthropology; A.B., Colgate University-Social Science.

The American studies major introduces students to analytical techniques and critical theories from history, anthropology, literary studies and other Liberal Arts and Sciences, and allows students to apply these methods in a detailed examination of American culture and institutions. The interdisciplinary focus of the major trains students to read and analyze difficult material from a variety of academic disciplines, to communicate skillfully in written and oral fashion, and to conduct independent research. The major therefore develops skills that are essential for a successful career in business, education, social service, government service, journalism, publishing, or for further graduate school study (including law). Internship options in business, government, museums, newspapers and publishers are tailored to the career interests of students.

Program/Area Credits

University Core Requirements	42-43
Major Courses	36
ANT 102-Cultural Anthropology <i>or</i>	3
SOC 150- Introduction to Sociology	
AMS - 100 or 200 level course	3
HIS 222 - U.S. History: Contact through the Civil War	3
HIS 223 - U.S. History: Reconstruction to the present	3
ENG 200 - American Literature I	3
ENG 201 - American Literature II	3
AMS 400 - Senior Seminar	3
Major Electives	15
Five upper level (300,400) courses. At least 2 with AMS prefix, remaining 3 in at least two different applicable disciplines. Each course has a focus on some aspect of American culture, history or society either in total or in comparison with other culture(s).	
Elective Credits	
Sufficient for minimum degree total of	120

Minor in American Studies

A student may, with the permission of the program Coordinator, take a minor in American Studies upon completion of 18 credits as described below.

The minor consists of :

AMS 100 or 200 level course 3 credits

Electives

15 credits

Five additional courses to include at least one course with AMS prefix. At least two of the remaining four courses should represent at least two different disciplines (other than American Studies), with course content focused on some aspect of American society, history, or culture in total or in comparison. At least two of the minor courses must be at the 300 or 400 level. Directed studies are available to meet particular interests when needed.

Ideally, the sequence of courses would revolve around a particular focus such as an historical or a particular topic. The possibilities are many, but might include focused study of the Twentieth Century, or, of Women's Studies, or, of the environment, or health. Courses will be selected in consultation with the AMS Program Coordinator. For more information on an American Studies minor, see the program coordinator.

Curriculum List -

Following is a partial list of courses offered for the American Studies Major, Minor. Students may select courses from other disciplines as appropriate in consultation with the Program Coordinator.

AMS 105 - Intro to American Studies
AMS 202/HIS 202 - American Identity & History
AMS 204/HIS 204 - Growing up Female:
 A History of Girls in America
AMS 206/HIS 206 - Diaries, Journals & Letters
AMS 208/HIS 208 - Readers & Readings
 in American History
AMS 309/HIS 309 - American Material Culture
AMS 315/HIS 315 - Topics in American Studies
AMS 336/HIS 336 - Women and the American Experience
AMS 338/HIS 338 - American Communal Experiments
AMS 390/HIS 390 - American Identity & World Order
AMS 400 - Fourth - Year (Senior) Seminar
AMS 470, 480 - Internship I, II

II. Liberal Studies

Sartorelli, Linda (Liberal Studies Coordinator)

Professor

Ph.D., M.A., Indiana University-History & Philosophy of Science; A.B., Barnard College, Columbia University-Mathematics.

The Liberal Studies major gives students primary responsibility to design their own college education. A good liberal arts education investigates one's relation to the world through the process of discovery, and discovery is best begun at the point of one's own interests and goals. In the absence of restrictive course requirements, but in close concert with a faculty advisor each semester, the Liberal Studies student plans a broad-based program. During the third and fourth years the focus turns towards creating a cohesive cluster of courses dealing with a specific theme chosen by the student.

In addition to offering flexibility in course selection, the Liberal Studies major challenges students to make connections across academic disciplines, historical periods, and diverse cultures. Our faculty believe that the ability to make these connections is the mark of a truly educated person.

The Bachelor of Arts in Liberal Studies prepares the graduate for a broad spectrum of career choices in communications, publishing, government, sales, advertising, public affairs, research, and information management. Moreover it is sound training for law school and graduate work in the Humanities. The Liberal Studies major provides truly practical preparation for a rapidly changing world by developing independence of mind, self-direction, analytic skills, and a continuing desire to learn.

All UNE students take the University Core curriculum. In addition to the Core requirements, Liberal Studies candidates in consultation with their advisors will take a minimum of 33 credits in the Humanities (History, Philosophy, Literature, Political Science, Religion, Languages, American Studies). At least 5 courses should be upper level. Majors are also encouraged to take relevant elective courses in the social sciences. Depending upon their career interests, students may take courses in other UNE majors such as business, creative arts, science, or education. The Liberal Studies program is an excellent major for those students wishing also to enroll in the Pre-Law program.

In addition, students will enroll in LIL 420. All students are encouraged to take LIL 495.

Program/Area	Credits
University Core Requirements	42-43
Liberal Studies course Requirements	33
LIL 420-Senior Thesis/Project	3
Elective Credits	
Sufficient for minimum degree total of	120

Curriculum List-

Liberal Studies

Following is a list of courses offered specifically for the Liberal Studies major:

Subject Area	Credit
LIL 420 - Senior Thesis/Project	3
LIL 495 - Internship in Liberal Studies	3-9

III. Psychology and Social Relations

Corsello, Maryann (Coordinator) Associate Professor
Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology;
B.S., Northeastern University-Psychology/Speech and Hearing Science.

McReynolds, Samuel A. (Coordinator) Associate Professor
Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-
Government & History.

Psychology and Social Relations Major

The Bachelor of Arts in Psychology and Social Relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

Upon acceptance to the University, students are provisionally admitted as a Major in Psychology and Social Relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be fully admitted as Psychology and

Social Relations majors. PSR Majors must complete Statistics (MAT 120) before the beginning of the second year. Psychology Statistics (PSY 225) must be completed before the end of the second semester.

All students in the PSR Major must complete the University of New England Core Curriculum (This is described elsewhere in this catalog). Majors must also complete a core of courses in psychology and sociology. These are designed to develop basic research and thinking skills as well as to expose students to critical areas within the disciplines.

All students must complete two internship experiences for a total of six credits. Three credits of internship are taken within the core and three credits of internship are taken within the students selected area of specialization. Internships are ordinarily taken in the third and fourth years. The first internship helps the student to

learn experientially. It also gives them a chance to explore areas of professional, personal or academic interest in an applied setting. The second internship is completed in a setting related to the student's career or graduate study plans.

In addition to the University and Major core curricula, PSR students must complete an additional 3 psychology courses and 3 sociology courses at the 200 level or above. The courses are selected in conjunction with the students advisor to determine the best sequence to reach specific academic and professional proficiencies.

Bachelor of Arts in Psychology and Social Relations Curriculum

The following are the credit and course specifications for a PSR major.

University Core Requirements	42-43
Psychology & Social Relations Core	33
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 260 - Learning and Cognition	3
PSY 285 - Research Methods	3
PSY 350 - Personality Theory	3
SOC 150 - Introduction to Sociology	3
SOC 310 - Demography & Human Ecology	3
SOC 460 - Social Policy & Planning	3
PSY/SOC 300 - Internship	3
PSY/SOC 400 - Internship	3
Major Electives	
3 Psychology Electives at 200 level or higher	9
3 Sociology Electives at 200 level or higher	9
Total Credits in PSR Major	52
General Elective Courses	24
Electives sufficient for minimum degree total of	120

Psychology and Social Relations Minor

Total Credits **18**

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285 or 300, and two additional sociology courses at the 200 level or higher.

Learning Assistance Center

Division of Student Affairs

Daugherty, John Writing Specialist/Lecturer
M.A., University of Southern Maine-Education; B.A., West Virginia University-History/English.

Hibbard, James Coordinator of Writing Program and ESL /Assistant Professor
M.A., Dartmouth College – Liberal Studies; B.A., New England College-International Administration.

O'Connor, Maura UC Tutor Coordinator
M.A., Fairfield University – Educational Technology; B.A., St. Joseph College – Special Education.

Power, Lori Coordinator of Academic Support/Instructor– WCC
M.A., East Carolina University – English, B.S. University of Southern Maine, Nursing

Taylor, Frederick Instructor of Mathematics
M.S., University of Texas-Mechanical Engineering; B.S., U.S. Military Academy-Engineering.

Learning Assistance at UNE

The Learning Assistance Center (LAC) provides a comprehensive array of academic support services, including courses, workshops, group and individual tutoring and advising. The LAC's goal is to assist students to become more independent and efficient learners so that they are able to meet the University's academic standards and attain their personal educational goals. The Center often collaborates with faculty across the University in the development and implementation of academic support programs. Students can access LAC resources and instruction in the Learning Assistance Center, located on Hills Beach Road, University Campus (UC), ext. 2443 and in the Proctor Center on the 2nd floor of Proctor Hall, Westbrook Campus (WCC), ext. 4247.

The LAC offers the following:

- Peer and professional tutoring to support content areas taught in the University undergraduate curriculum;
- Individual learning consultations concerning learning styles and specific study strategies;
- Workshops and classroom presentations in learning strategies, learning styles, and specific study skills.
- Placement testing, Writing strategies;
- Help in preparing for licensing exams;
- Courses in developmental writing & mathematics;
- Faculty tutoring in writing;
- Outreach services in developmental writing and mathematics;
- Courses for students who speak English as a second language (ESL);
- Faculty tutoring in English for ESL students;
- Academic advising;
- College Studies Seminar.

Content Tutoring

The LAC provides a staff of professional and peer tutors to support a wide selection of undergraduate courses. Peer tutors are trained, and many are certified by the College Reading and Learning Association. Tutors' regularly scheduled hours are posted in the Center and at various locations on campus.

Individual Consultations

Individual consultations with Learning Specialists are available to UNE students on an appointment basis. Learning Specialists administer and interpret Learning Style Inventories, identify study strategies appropriate for each student's learning styles and his/her specific course demands, and help students develop learning plans. Students may request additional sessions with Learning Specialists in the areas of active reading, note taking, time management, and test-taking strategies.

Learning Strategies Workshops

LAC Learning Specialists, in cooperation with content area faculty, provide workshops focusing on discipline-specific learning strategies and techniques. In addition, open workshops may be offered in: Understanding Your Learning Style, Active Listening, Note Taking, Reading Textbooks, Time Management and Preparing for and Taking Exams. Learning Specialists also provide workshops, on request, to groups of students who are preparing for national board examinations (e.g., PT, PA, DH, and Nursing). Individual follow-up sessions are also available for students who desire a more comprehensive preparation program.

Placement Testing

During orientation, the LAC administers writing and mathematics placement tests to entering undergraduate students. Students who do not achieve scores that meet predetermined University criteria (based on a combination of University test scores, SAT scores, and high school transcripts) will be placed into an appropriate developmental mathematics course, Writing Tutorial, or both. The LAC also administers Learning Style Inventories (LSI) as needed. Students may make individual appointments with a Learning Specialist to discuss their LSI results and receive suggestions for using appropriate learning strategies.

During orientation, all new undergraduate and transfer students are tested for competence in mathematics. On the basis of this assessment, students receive a mathematics placement level as follows:

- L1 Placement into Basic Mathematics and Algebra (LAC 020);
- L2 Placement into Introductory Algebra and Problem Solving (LAC 021);
- L3 Placement into Advanced Algebra and Problem Solving (LAC 022), Quantitative Reasoning (MAT 110), or Intro to Statistics (MAT 120);
- L4 Placement into mathematics courses between MAT 130 & MAT 180;
- L5 Placement into mathematics courses MAT 185 and MAT 190.

LAC 020, LAC 021, or LAC 022 serve as prerequisites for *mathematics & science courses throughout the undergraduate curriculum*. LAC 020, LAC 021, and LAC 022 do not fulfill Core Curriculum requirements, and they do not earn credit toward graduation. They do carry credit toward meeting full-time status, and grades for these courses are computed into the semester grade point average. It should be noted that LAC 020 *Basic Mathematics and Algebra* is offered only on a Pass/No Pass basis.

Writing Resource Program

Writing Tutorial

The LAC offers a three-credit developmental writing course for students who do not place into *English Composition*. *Writing Tutorial*, LAC 010, is taught by members of the Center's writing faculty. Like the LAC mathematics courses, the credits earned in *Writing Tutorial* do not fulfill Core requirements, and they do not earn credit toward graduation. They do carry credit toward meeting full-time status, and grades for these courses are computed into the semester grade point average. Please refer to "Undergraduate Programs Course Descriptions" at the back of this catalog for a more detailed description of this course.

Writing Support

In-Center: Students can bring writing assignments from their courses to LAC writing instructors and tutors for assistance with creating outlines and revising drafts, and to develop skills for composing and editing papers.

Outreach: Upon the request of individual faculty members at the University or the collective interest of students, LAC faculty offer in-class and group seminars that focus on strategies for writing in a particular course or program of study. LAC faculty use the course content in developing formats and methods of instruction. Particular emphasis is placed on critical and research essays, technical writing, and understanding methods of citing work.

Academic Advising

The LAC also acts as an important resource for academic advising for undergraduate students at the University. The Center has information pertaining to the guidelines and requirements for successfully completing academic programs. LAC faculty serve as advisors for conditionally accepted students. Often, students placed on academic probation during their program will be assigned a faculty member from the Center as a co-advisor.

College Studies Seminar

In collaboration with UNE's Counseling Center, the LAC offers a one semester Seminar to instruct students in academic skills and to inform them of the variety of resources available throughout the University. Ultimately, the Seminar engages students in their learning to help prepare them for successful participation in higher education. Please refer to "Undergraduate Program Description" at the back of this catalog for a more detailed description of this course.

The Office of English as a Second Language (OESL)

The Office of English as a Second Language (OESL) provides academic guidance and support to students who use English as their second language. Students can contact the Office (ext. 2442) for more information about the following services.

Advising

The OESL serves as an important source of academic advising for the University's ESL students. The Office provides information concerning the course descriptions and graduation requirements of programs and majors. Students often seek academic advice from the Office throughout the year. Faculty members also collaborate and consult with the Office regarding the assessment, registration, and support of ESL students.

Academic Support/Instruction

The faculty members in the Center are available to instruct ESL students in the areas of reading, test taking, and writing. Students can also obtain assistance from both peer and professional tutors for most undergraduate courses on both campuses.

**For further information about any of the above programs, visit the LAC website at: www.une.edu - "Current Students."*

Department of Mathematical Sciences

College of Arts & Sciences

Gray, Susan (Chair) Associate Professor
Ed.D., Boston University-Mathematics Education; M.A.T., University of Pittsburgh-Science Education; B.S. Pennsylvania State University-Medical Technology/Biology.

Snyder, C. William Assistant Professor
D.D.S., State University of New York; Ph.D., University of Denver-Mathematics; M.S., University of New Hampshire-Mathematics; B.S., Clarkson University-Mathematics

St. Ours, Paulette Associate Dean, College of Arts and Sciences
M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A. St. Joseph's College-Mathematics.

Mathematics

Mathematics is central to effective communication, critical thinking, and decision-making. Its study enhances a liberal arts education by exposing students to the methods and philosophies of quantitative analysis and the role mathematics plays in the modern world. The Department of Mathematical Sciences offers courses and opportunities supporting students and faculty to pursue quantitative inquiries. Students majoring in mathematics or working toward secondary mathematics teacher certification will find model instruction preparing them for careers in mathematics and statistics, for careers teaching mathematics at the secondary level, and for future advanced study in mathematics, statistics, and other fields. Students in all other majors will find courses to develop their skills and increase their confidence in the use of mathematics and their appreciation of its value for solving problems and thinking about social issues. Moreover, courses in mathematics provide students stimulating ideas and tools essential to study in many academic disciplines. The curriculum integrates computer and other technology-based approaches to demonstrate the modern practice and pedagogy of mathematics. The department supports university faculty members in their efforts to research mathematics, to study the teaching and learning of mathematics, to collaborate with professionals, and to develop as teacher scholars.

Transfer Credits for Mathematics

Students who have received posted transfer credit in mathematics at the University of New England are eligible for any equivalent- or higher-level CAS mathematics course, provided the course prerequisites have been met and a period of no more than five years has passed since their enrollment in the transfer course(s).

Minor in Mathematics

Students may take a minor in Mathematics by completing 18 credits of mathematics coursework with grades of C or higher and a 2.75 cumulative grade point average in all courses applying to the minor. Specific courses for a minor will be determined in consultation with a mathematics faculty advisor and approved by the Department of Mathematical Sciences faculty. The required form for declaring a minor is available in the Registrar's Office.

Mathematics Placement Testing

Refer to Learning Assistance Center (LAC) for guidelines about mathematics placement.

Core Requirements: All mathematics courses meet core curriculum requirement, except MAT 130 & MAT 470.

Degree Programs

The Bachelor of Science in Mathematics provides students with a strong theoretical grounding in the major branches of mathematics and exposure to a variety of applications in mathematics and other disciplines. Mathematics majors engage in research in an area of interest during the senior year. The secondary teacher certification option includes mathematics and education courses required for teacher certification in Maine and approximately twenty-eight other states. Students choosing this option participate in a mathematics education research seminar. The College of Arts and Sciences core curriculum adds a strong liberal arts foundation to the major. Required courses for the two programs are listed below.

Bachelor of Science in Mathematics

Program/Degree Area	Credits
University Core (Excluding Mathematics)	39
Required Mathematics Courses	45
MAT 185 - Discrete Mathematics	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 200 - Calculus III	4
MAT 210 - Differential Equations	3
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 310 - Abstract Algebra	3
MAT 320 - Probability	3
MAT 322 - Mathematical Statistics *	3
MAT 400 - Real Analysis	3
MAT 410 - Complex Analysis	3
MAT 480 - Mathematics Research Seminar	3
Mathematics Electives (optional): MAT 250, 270, 420, 490	
Science Electives	6-8
Sufficient electives for total degree credits of	120-122

**Designated Critical Thinking course in the major.*

Bachelor of Science in Mathematics with Secondary Mathematics Teacher Certification

Program/Degree Area	Credits
University Core (Excluding Mathematics)	39
Required Mathematics Courses	35
MAT 185 - Discrete Mathematics	3
MAT 190 - Calculus I	4
MAT 195 - Calculus II	4
MAT 220 - Linear Algebra	3
MAT 230 - Foundations of Mathematics	3
MAT 240 - Geometry	3
MAT 250 - History of Mathematics	3
MAT 270 - Mathematical Modeling	3
MAT 310 - Abstract Algebra	3
MAT 325 - Probability/Statistics for Citizenship*	3
MAT 470 - Math. Ed. Research Seminar	3
Mathematics Electives	6
Two courses from: MAT 200, 210, 320, 322, 400, 410, 420, or 490	
Required Education Courses	37-38
EDU 105 - Intro. to Schools	2
EDU 133 - American Education	3
EDU 200 - Designs for Effective Learning	3
EDU 220 - Exceptionality in the Classroom	3
EDU 345 - Technology in the Classroom	3
EDU 430 - Education Assessment & Evaluation	3
EDU 439 - Teaching Secondary Mathematics	3
EDU 487 - Practicum	2-3
EDU 492 - Internship	15
Note: Core Course PSY 270 fills education requirement for "Knowledge of the Learner."	
Science Electives	3-4
General Electives	6
Sufficient electives for total degree credits of	126-128

**Designated Critical Thinking course in the major.*

Department of Nursing

College of Health Professions

Dyer, Jean A.B.D., University of Maine; M.S.N., Salem State College; B.S.N., Adelphi University,	Chair, Assistant Professor
D'Alfonso, Francine M.S.N., Simmons College; B.A., University of Rhode Island; R.N., Newton-Wellesley Hospital School of Nursing; NP-C, Simmons College.	Assistant Professor
Elliott, J. Carol A.B.D., Boston College; M.S.N., University of Akron; R.N. Fitzgerald Mercy Hospital School of Nursing	Assistant Professor
Gorman, Enid M.S., University of Southern Maine; B.S.N., Texas Woman's University; C.S.	Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
McNelly, Donna M.S., University of Southern Maine; B.S.N., University of New England; R.N., Maine Medical Center School of Nursing.	Assistant Professor
Morgan, Patricia M.S.N., University of New Hampshire; B.S.N., University of Rhode Island	Assistant Professor
Morris, Cynthia M.S., University of Southern Maine; B.S.N., University of Southern Maine; B.A., University of New Hampshire; A.A. Green Mountain College.	Assistant Professor
Pardue, Karen M.S., B.S.N., C., Russell Sage College.	Assistant Professor
Rosen, Maria Ph.D., University of Massachusetts at Amherst; M.S., Boston College; M.S., Boston University; B.S.N., Boston State College; A.D.N., Mass Bay Community College	Assistant Professor
Simpson, Nancy M.S., University of Southern Maine; B.S.N., University of Maine, Portland-Gorham.	Assistant Professor
Spear, Nona M.S., Boston University; B.S.N., St. Joseph College.	Assistant Professor
Stone, Jo Ann Ed.D., Nova University; M.S., Boston University; B.S.N., Hunter College.	Assistant Professor
Tausch, Judith Ed.D., Vanderbilt University; M.Ed., Rivier College; M.S.N., B.S.N., University of Massachusetts at Lowell.	Instructor
Whitten, Mildred M.S., B.S.N., University of Southern Maine.	Assistant Professor

Overview

In keeping with current trends in professional nursing, the department offers several educational options in order to provide a continuum of nursing education to better meet varying student career aspirations. The baccalaureate level of nursing education is a fully articulated program consisting of technical nursing courses in the first two years and upper level nursing courses in the third and fourth years.

The Nursing Program at the University of New England is uniquely designed to facilitate student growth and entry into the profession of nursing. The program utilizes Patricia Benner's theoretical concepts of caring and the delivery of nursing care within the seven domains of nursing practice as the curricular framework. Utilization of this model provides for a strong relationship between nursing theory and practice. In addition, foundational courses within the program employ Maslow as a conceptual basis for care planning and problem solving.

The freshman and sophomore years (year 1 and year 2) provide a course of study, which is heavily concentrated in the Nursing major. Extensive nursing classroom and clinical experiences define these first two years. Selected University Core Curriculum courses and electives are also incorporated during this time.

Upon completion of the sophomore year, the student has fulfilled adequate study in the major to be awarded an Associate of Science Degree in Nursing (A.D.N.). This enables the student to sit for the Registered Nurse (R.N.) license examination.

Students who have successfully completed the first two years of study are prepared to participate in the health care delivery system in the role of provider of direct care, manager of patient care, teacher, client advocate and member within the discipline of nursing. In addition, this academic preparation enables the individual to delegate to and assume responsibility for the work of lesser prepared health care workers.

The junior and senior years (year 3 and year 4) are designed for practicing registered nurses who embrace the opportunity to broaden and enhance current knowledge and skills, acquire knowledge in the theory and practice of nursing, increase career opportunities and provide the credentials necessary for graduate education. Delivered

through both didactic and clinical components, the curriculum includes advanced courses leading to competencies in the areas of nursing theory, research, assessment, critical thinking, clinical theory and practice, health care of groups and communities, leadership and management, and teaching and learning.

During this time, nursing course work meets on a compressed schedule, generally one day per week. This format allows the student to continue practicing as a registered nurse and encourages the individual to apply concepts presented in the classroom to actual clinical practice.

Upon completion of the program, the student is awarded the Baccalaureate of Science in Nursing (B.S.N.) degree. Graduates of the program are prepared to participate in the health care delivery system in the role of direct care provider to groups and communities, researcher, manager and leader, community health educator, change agent and interdisciplinary collaborator and coordinator.

Throughout the program, the following concepts are consistent threads in all nursing courses:

- Holism
- Nursing Roles
- Caring
- Critical Thinking
- Education
- Research
- Nursing Theory

This unique four-year nursing program represents an opportunity for students who have passed the registered nurse licensure exam to broaden and enhance current knowledge and skills, acquire new knowledge in the theory and practice of nursing, and increase career opportunities. The program provides the student with both classroom and experiential learning opportunities and includes a balance between professional study and study in the arts and sciences. In keeping with the University of New England philosophy of general education, which values an interdisciplinary conceptual and integrated approach to the educational process, the student in the last two years of study is exposed to different ways of knowing through further study and exploration of social sciences, natural sciences and the humanities.

Students who successfully complete the baccalaureate nursing degree are well prepared to enter any masters degree nursing program including the Simmons College Nurse Practitioner Program, earning a Master of Science in Primary Health Care, or the Master of Science - Nurse Anesthesia, both offered at the University of New England.

The Simmons/UNE Partnership in Primary Health Care Nursing and the Nurse Anesthesia Programs at UNE are designed for registered nurses who currently have a baccalaureate degree. Nurses with at least one year of clinical experience will continue their educational progress toward a master's degree as a primary health care practitioner or nurse anesthetist.

The MS program, offered in conjunction with the Simmons/UNE Partnership in Primary Health Care Nursing is a one day per week college program designed for baccalaureate prepared registered nurses who have at least one year of clinical experience and who wish to move into an advanced practice nursing role as a primary health care practitioner. Areas of clinical concentration include Adult, Family, and Pediatric. The program of study provides increased career mobility and the credentials for doctoral study.

The Master's in Nurse Anesthesia offers education and training of the highest quality to a select group of graduate-level professional nurses. Upon successful completion of the 27-month program, students are awarded a Master of Science Degree in Nurse Anesthesia. Graduates are then eligible to take the National Certifying Examination, successful completion enables the individual to practice as a nurse anesthetist in all fifty states.

Master of Science in Nurse Anesthesia

Students completing the third year of the undergraduate baccalaureate nursing program at the University of New England may apply for admission into the Master of Science in Nurse Anesthesia (MSNA) program. Students must be working in the acute care setting and maintain a GPA of 3.0 to be accepted into the program. GRE requirements will be waived and students may enter the program in the fall semester immediately following graduation from the baccalaureate level nursing program. Please refer to the graduate catalogue or the University of New England website for further details.

Accreditation

The fully articulated baccalaureate nursing program at UNE is accredited by the National League of Nursing Accrediting Commission, 61 Broadway, New York, NY 10006. 1-800-669-9656.

The Master's in Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

The Simmons/UNE Master's Program in Primary and Family Health Care is accredited by the National League of Nursing Accrediting Commission, 61 Broadway, New York, NY 10006. 1-800-669-9656.

Philosophy

The philosophy of the Department of Nursing is consistent with the mission and goals of the University of New England and based on faculty maintained values and beliefs.

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believe that nursing not only involves using a problem solving process to guide people in identifying their own health care needs but also involves supporting people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families, and other health care professionals in providing care. These multiple roles include being an advocate, a teacher, a caregiver, a counselor, a case manager, a leader, a change agent, and a researcher. As a health care resource, nurses are available to people to assist them in attaining and maintaining health in whatever setting clients may be found. Since the society in which nurses function is rapidly changing, and technologically oriented, nurses use knowledge gained from theory, research and clinical experience to guide their practice.

The faculty believe the practice of nursing must be in accordance with established standards of clinical nursing practice and the American Nurses Association Code of Ethics. The outcomes of nursing practice include the prevention of illness; the promotion, support, and restoration of health; and the preparation for a dignified death incorporating independent, interdependent, and dependent care models.

We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural, and cognitive dimensions. As people grow and develop they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of internal and external systems.

The faculty view health as a personally perceived state of well being. Health is an ever-changing interplay among the spiritual, physical, social, cultural, and emotional dimensions of people. As a concept, health applies to individuals, families, groups, communities, and all of society.

The essence of professional nursing education lies in the academic experience which provides the foundation for intellectual inquiry. The process of learning is a continuous one wherein the student develops a unique understanding of theories and concepts from the natural and behavioral sciences as well as the liberal arts. The acquisition of this knowledge moves from simple to more complex and is evidenced by the student's integration of theory into practice at all levels. The faculty, committed to liberal education as fundamental for the development of critical thinking, decision making, and communication skills, strives for a balance between arts, sciences, humanities, and professional studies. Optimal learning occurs in a supportive, caring and interactive environment which takes into account the diversity of culture and experience that students bring to the learning situation. We believe that education is a partnership between student and teacher, where the teacher serves as a facilitator and guide. Student learning is a collaborative one whereby students learn from clients, peers, mentors, preceptors, as well as faculty. Faculty are receptive to individual student needs, flexible to individual learning styles, and committed to a continuum of nursing education which begins with the associate degree and culminates with the doctoral degree.

The faculty believe that the availability of multiple entry and exit points in professional education is critical for students to meet varied career aspirations. The nursing programs of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allows students to explore expanded professional role opportunities.

Transportation

Nursing students are responsible for their own transportation to clinical facilities throughout the program.

Associate Degree in Applied Science ADN Option: Year 1 and Year 2

Outcomes

1. Apply critical thinking skills and problem-solving techniques to apply the nursing process: assess, analyze, plan, implement, and evaluate to provide client care.
2. Interact as a member of the interdisciplinary team.
3. Provide competent skilled nursing care.
4. Organize the delivery of health care.
5. Integrate professional values that reflect understanding of the moral, legal, and ethical implications of nursing practice.
6. Demonstrate through practice an awareness of the unique role of the discipline of nursing in a health care system with a changing society.
7. Synthesize knowledge from the humanities, arts, and sciences into professional practice.

Admission Requirements

1. General admission requirements of the University.
2. High school diploma or GED.
3. Four years of high school English.
4. A minimum of 2 years of high school or equivalent math including Algebra I.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. SAT scores (see UNE Admissions policy).
7. Overall High school and Math/Science GPA of 2.5 or better.
8. Interview with Nursing Department for counseling and advisement.

State licensure application could be in jeopardy if the student has been convicted of a felony.

Challenge Exam for LPNs

Licensed Practical Nurses (LPN) who are graduates of an accredited LPN program, and who are an accepted, deposited student in the nursing program, may challenge NSG 100 - Fundamentals of Nursing, by successfully completing the following components:

1. Written exam.
2. Clinical simulation in nursing lab.

Note: A test fee is required.

Transfer Credits

College credits obtained at other nationally accredited institutions of higher education may be transferable upon admission based on the following conditions:

1. a grade of "C" or better was earned;
2. the content is parallel to UNE/ADN courses;
3. transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content;
4. students transferring nursing credits or reentering after a hiatus will be required to audit the semester prior to entry into the nursing program;
5. selected CLEP credits will be accepted upon admission.

Progression Requirements:

1. The nursing courses are given in sequence and each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical component of each course.
3. A nursing student may repeat a nursing course only once, at the discretion of the nursing faculty.
4. The student must obtain a minimum grade of "C" in all required science courses.
5. The student must maintain a minimum grade point average (GPA) of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Student Handbook or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Health

All first year nursing students must have:

1. A physical examination before entering the nursing program.
2. Proof of tuberculin testing yearly, measles/rubella and varicella* immunity, and Hepatitis B vaccine or titre.

3. One copy of the immunization record is to be submitted to the Nursing Department.
4. Proof of health insurance coverage.
5. CPR Certification for Health Providers.
* varicella immunity is required prior to clinical assignments in maternity nursing

Special Expenses

1. Malpractice Insurance (Students without this coverage will be required to purchase it through the group plan at UNE).
2. Uniforms and lab jacket.
3. Name tag.
4. Bandage scissors.
5. Watch indicating seconds.
6. Stethoscope.

Graduation Requirements

A total of 68 hours of credit with a 2.0 GPA or above is required for the Associate in Applied Science Degree in Nursing. The credits are distributed as follows:

General Education	31 credits
Nursing	37 credits

A minimum of one academic year of Nursing from UNE is required.

Associate Degree in Applied Science Curriculum

ADN Option: Year 1 and Year 2

Course Sequence

Fall Year 1

ENG 110 - English Composition	4
BIO 208 - Anatomy and Physiology I	4
PSY 105 – Introduction to Psychology	3
NSG 100 - Fundamentals of Nursing	6

Credits = 17

Spring Year 1

PSY 220 - Sociocultural Context of Human Dev I	3
BIO 209 - Anatomy and Physiology II	4
NSG 101 - Nursing I Medical/Surgical Nursing	9

Credits = 16

Fall Year 2

PSY 270 - Sociocultural Context of Human Dev II	3
BIO 226 - Microbiology	4
NSG 201 - Nursing II Medical/Surgical Nursing	10

Credits = 17

Spring Year 2

2 Electives (one of which is humanities)	6
NSG 211- Dimensions Professional Nursing	3
NSG 203A - Nursing III -Maternal/Infant Nursing	3
NSG 203B - Nursing III - Psychiatric Nursing	3
NSG 203C - Nursing III - Pediatric Nursing	3

Credits = 18

Bachelor of Science in Nursing RN to BSN Option: Year 3 and Year 4

Outcomes

1. Discuss nursing theory with a focus on Patricia Benner's model as it relates to nursing practice, education and research.
2. Integrate nursing, the physical and behavioral sciences with the humanities to formulate professional, personal, organizational, and community concepts of health and wellness.
3. Participate in the scholarly research process at Benner's novice level of practice from the perspective of consumer to researcher.
4. Develop reflective use of creative and critical thinking skills, strategies, and processes in professional, personal, scholarly, and community life.
5. Demonstrate a critical understanding of diversity and its effect upon the human experience.
6. Demonstrate effective communication skills, which enhance personal, professional and scholarly life.
7. Operationalize the nursing process within the parameters of Benner's definition of health for individuals, families, groups, and communities.
8. Apply concepts and principles of teaching, learning, and health promotion within Benner's domain of teaching-coaching to designated populations.
9. Participate in the leadership/management process within Benner's organizational/work role domain of practice.
10. Develop a knowledge of self in order to make ethical and therapeutic decisions as a baccalaureate prepared professional.
11. Collaborate effectively with other disciplines in structured and semi-structured health care settings.

Admission Requirements

1. Meet all the general admission requirements of UNE.
2. Graduation from an NLN accredited associate degree or diploma program or advancement from the UNE first two years after successfully passing the national nursing licensure examination.
3. Licensure as a registered nurse.
4. Minimum GPA of 2.50.
5. Interview with Nursing Department for advisement.

Copies of the following must be submitted to the Nursing Department:

1. Current CPR certification (CPR for Health Professionals).
2. Completed health form, with proof of tuberculin testing, measles/rubella immunity, and Hepatitis B vaccine or titre (if not presently on file).
3. Professional liability (malpractice) insurance (\$1,000,000 - \$3,000,000 coverage is required).
4. Current RN License.

Required Documents for Israel College candidates, if taking courses in the United States

1. I-20
2. Copy of passport
3. Immunization record

Transfer Credits

1. ADN and Israeli RN candidates for the BSN Completion program will be given full credit for their prior course work, up to a maximum of 60 credits.
2. Academic credits are transferable if a grade of "C" or better was earned.
3. Diploma-based candidates, not actively participating in the practice of nursing submit a portfolio for transfer of nursing credits upon completion of the Health Assessment course in the Fall semester. An alternative mechanism for transfer of nursing credit is to take the NLN Mobility II exam, if not active in practice.
4. Diploma-based candidates who are active in the practice of nursing will be awarded thirty (30) credits for nursing courses.

Progression Requirements

1. Developmental course work provides advanced nursing content, which builds upon basic nursing knowledge. Each course has a minimum grade requirement of "C."
2. The student must also satisfactorily complete the clinical-based experiential components of each course.
3. The student must obtain a minimum grade of "C" in all required science courses.
4. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
5. Minimum TOEFL score of 550 to progress into last two semesters (when appropriate).

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Catalog or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical-based component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Graduation Requirements

A total of 123 hours of credit with a 2.0 GPA or above is required for the Bachelor of Science Degree in Nursing. The credits are distributed as follows:

Transfer Credits	60 credits
General Education	27 credits
Nursing Major	36 credits

A minimum of 36 credits from UNE nursing is required to receive the UNE degree.

Bachelor of Science in Nursing Curriculum

RN to BSN Option: Year 3 and Year 4

Suggested Course Sequence: (full-time study)

Semester, Course	Credits
Fall, Year 3	
NSG 301 - Nursing Theory	3
NSG 302 - Health Assessment	3
NSG 303 - Rehabilitation Nursing	3
General Education/Humanities Requirement	3
Nursing Elective	3
	Credits = 15
Spring, Year 3	
NSG 304 - Families in Crisis	3
NSG 305 - Health Education in the Community	3
MAT 120 - Statistics	3
General Education/Humanities Requirement	3
General Elective	3
Nursing Elective	3
	Credits = 18
	Total First year credits = 33

Fall, Year 4

NSG 401 - Nursing Research Methods	3
NSG 402 - Community Health Nursing (Theory & Practice)	6
General Education/Humanities Requirement	3
Economics or Political Science course	3
	Credits = 15

Spring, Year 4

NSG 403 - Leadership & Management Nursing (Theory & Practice)	6
General Education/Humanities Requirement	3
Pathophysiology	3
General Elective	3
	Credits = 15

Total Second year credits = 30

Simmons/University of New England Partnership Program In Primary Health Care Nursing

Master of Science

The Simmons/UNE Partnership Program in Primary Health Care Nursing is a unique opportunity to pursue a Simmons College graduate nurse practitioner education by taking classes one full day during the week on the Portland campus of the University of New England.

Program Options:

Program options are available for registered nurses who have a:

- Baccalaureate Degree
- BSN and a Master's Degree in another field
- BS who is a NP
- MSN who wishes NP certification

ADN and Diploma nursing graduates without a baccalaureate degree may apply to the University of New England RN to BSN option. Students in the final semester of the UNE RN to BSN option may apply to the Partnership graduate program by completing a short application form and do not have to submit GRE scores.

Concentrations:

- Adult Health
- Pediatric Health
- Family Health

Course Schedule:

First year: Graduate classes are scheduled one full day during the week. The academic year includes three semesters - fall, spring and six-week summer session.

Second year: The academic year includes two semesters - fall and spring

Clinical affiliations are arranged with local practitioners and take place at times arranged with them.

Students in the Family Health program complete an additional two semesters.

Admission Procedure:

There are two admission paths:

Submission of the application form, three letters of recommendation, transcripts from all post-secondary academic institutions, and GRE scores; submission of the application form, three letters of recommendation, transcripts from all post-secondary academic institutions, and a request to be admitted pending successful completion (attainment of a grade of B or better) of NUR 404W - Normal and Abnormal Human Physiology or NUR 422-Clinical Pharmacology (no GRE required)

For nursing graduates of UNE the tuition for the spring semester of the first year is waived if the student is enrolled on a full time basis. There is a seamless application process for the UNE nursing graduates.

For further information please contact the UNE nursing department at ext. 4309.

Department of Occupational Therapy

College of Health Professions

MacRae, Nancy (Chair) Associate Professor
M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy.

Arnold, Molly Coordinator of Community OT Clinic; Clinical Assistant Professor
M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.

Croninger, William Associate Professor
M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.

DeBrakeleer, Betsy Clinical Fieldwork Coordinator
A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.

Froehlich, Jeanette Associate Professor
M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology.

Kimball, Judith Professor
Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.

Loukas, Kathryn Assistant Professor
M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation.

Moyer, Elizabeth Assistant Professor
M.S., Virginia Commonwealth University-Occupational Therapy; B.S., University of Iowa-Psychology.

Nesbit, Susan Assistant Professor
M.S., Columbia University - Occupational Therapy; B.S., Ohio State University - Child Development.

O'Brien, Jane Clifford Assistant Professor
University of South Carolina-Exercise Science/Concentration in Motor Control; M.S.O.T., Sargent College of Allied Health-Boston University, B.A., University of Maine at Orono, University of Salzburg-Advanced Standing

Perry, Katherine Clinical Assistant Professor
M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.

Robnett, Regula Assistant Professor
M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

Vroman, Kerryellen Associate Professor
M. H. Sc., McMaster University, Canada-Health Sciences; B.A., Massey University, New Zealand-Social Sciences; Diploma of Occupational Therapy, Central Institute of Technology, New Zealand.

Occupational Therapy is a health profession whose practitioners provide preventative and rehabilitative services for individuals whose lives have been disrupted by physical injury or illness, developmental problems, social or psychological difficulties, or the aging process. Occupational therapists, relying on a diversified knowledge of the social, behavioral and life sciences, evaluate capacities and skills and create programs designed to allow clients to achieve the highest level of function possible in their occupational roles.

There are opportunities for men and women in the profession to work with children and adults with physical and emotional disabilities to assist them in performing self-care, leisure, and work activities. The occupational therapist may work in a hospital, clinic, school, rehabilitation center, home care program, community health center, day care center, psychiatric facility, nursing home, or community based program. With experience, the therapist might function in private practice, as a university faculty member, as an administrator, or as a consultant.

Accreditation

The Occupational Therapy Program was first awarded accreditation in January 1985. The Occupational Therapy 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 able 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). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Special Notice

Effective May 16, 2002, this program section is added to read: Curriculum requirements for Occupational Therapy are under revision which may effect certain class levels of entering or returning students; refer to the Occupational Therapy website: <http://www.une.edu/chp/ot/index.html> for current information regarding this matter.

Eligibility for Certification and Licensure

Eligibility for the National Certification Examination requires:

1. a bachelor's degree or a professional (basic) master's degree;
2. successful completion of an accredited Occupational Therapy curriculum; and
3. successful completion of a minimum of six months of supervised fieldwork.

Curriculum

The five year curriculum combines a preprofessional core program followed by third- and fourth-year professional courses and a fifth master's year which includes fieldwork experience at clinical sites in the U.S. and Canada. Students admitted to the program begin as pre-occupational therapy majors; after the second year, qualified students are granted admission into the upper-level major program (professional portion).

The professional curriculum covers the third, fourth and fifth years (including the fieldwork during the master's year) leading to a Master of Science degree with a major in Occupational Therapy.

Occupational Therapy students in the five-year masters program will be eligible to receive a Bachelor of Science degree, with a major in Health Sciences (see page 53), upon successful completion of their fourth year of study. They then continue on in their fifth year to pursue a Master of Science in Occupational Therapy degree. Only those who complete the 5th year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature and occupations facilitate health and well-being. Occupational Therapy as taught at the University of New England is a holistic science that emphasizes the health of the individual in terms of his/her productive participation in society. Consistent with the overall University of New England mission, Occupational Therapy students study not only medical interventions, but also all the complex psychological and sociocultural aspects that contribute to maintenance of health.

Problems, impediments, or disruptions in people's health interfere with their ability to perform any of their occupations and their relationship to others around them. The Occupational Therapist is viewed as a facilitator or catalyst who helps maximize the quality of a person's health through improving occupational choices within complex biological, psychological, and sociocultural systems.

In the program the student is exposed to:

1. Normal human development, functions, structure, and systems and how these interact to influence health maintenance.
2. Biological, psychological, environmental, and sociocultural conditions which may contribute to or interfere with optimum functioning.
3. Medical psychosocial, and holistic interventions which may be used to treat these conditions.
4. Occupational Therapy procedures and activities which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational Therapy practice. A major strength of occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

Occupational Therapy Program Curriculum

Pre-Occupational Therapy Requirements

Program/Degree Area	Credits
<i>Life Sciences</i>	
BIO 104 - General Biology	4
BIO 245 - Gen Prin Human Anat, Phys, & Path I	4
BIO 345 - Gen Prin Human Anat, Phys, & Path II	5
CHE 125 - Intro to Chem & Physics	4
ENV 104 - Intro to Environmental Issues	3
<i>Humanities</i>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
*Humanities or Social/Beh Sci Exploration course	3
Applied Creative Arts	3
LIL 211A - Human Traditions	3
LIL 211B - Human Traditions	3
<i>Social & Behavioral Sciences</i>	
PSY 105 - Introduction to Psychology	3

PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Devel I	3
PSY 270 - Social/Cultural Context of Human Devel II	3
*SOC 150 - Intro Sociology -or- Social Explorations	3

Other PreProfessional Core

OTR 201 - Introduction to Occupational Therapy	4
Medical Terminology & Volunteer experience become part of OTR 201	

Total Credits **60**

*Students must take six (6) credits of explorations courses, three (3) which must be in humanities. If students take a social explorations course in place of Intro to Sociology, they must take six (6) credits of humanities explorations or an additional social explorations and one (1) humanities explorations. During the professional program, two Advanced Humanities, one of which must be Ethics, and CIT 400 - Citizenship (1), are taken in the fourth year.

Occupational Therapy Professional Curriculum*

Fall of Third Year-15 Week Semester

(September - December)

BIO 302 - Gross Anatomy	6
OTR 350 - Community Practicum I	1
OTR 352 - Seminar I: Intro to Groups	1
MAT 120 - Statistics	3
OTR 301 - Occ Therapy: Foundations of Practice	3
OTR 302 - Analysis of Occupational Performance	3
OTR 303 - Gerontics	2

Credits = 19

Spring of Third Year-15 Week Semester

(January - May)

BIO 404 - Neuroscience	4
OTR 351 - Community Practicum II	2
OTR 353 - Seminar II: Leadership	1
OTR 312 - Devel Evaluations and Interventions	3
OTR 316 - Research Methods	3
OTR 311 - Neurodevel Conditions and OT Theory	6
OTR 310 - Kinesiology	2

Credits = 21

Fall of Fourth Year-15 Week Semester

(September - December)

OTR 401 - Physical Functioning	4
OTR 415 - Universal Accessibility	2
OTR 402 - Physical Functioning: Conditions Eval & Interventions	7
OTR 450 - Community Practicum III	2
OTR 452 - Seminar III: Prob Based Lrn w/Phys Dysf	2
OTR 516 - Research Project I	2
CIT 400 - Citizenship Seminar	1

Credits = 20

Spring of Fourth Year - 15 Week Semester

(January - May)

OTR 420/422 - Health Care Mgt & Delivery	3
OTR 411 - Occupational Therapy: Mental Health	3
OTR 412 - Mental Health Eval & Interventions	2
OTR 451 - Community Practicum IV	2
OTR 453 - Seminar IV: Prob Based Lrn w/Mental Hlth	2
OTR 410 - Ethics	3
OTR 517 - Research Project II	3
Advanced Humanities	3

Credits = 21

Fifth Year-Summer/Fall - 24 Weeks

(July - December)

OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6

Credits = 12

(January - April)

OTR 505 - Advanced Practice Seminar	4
Elective	3-4
OTR 518 - MS Project & Integrat Research in Practice	4
OTR 550 - Delivery Sys - Realities of Practice	4

Credits = 16

(May Term)

OTR 530 - Prof Electives (Advanced Therapeutics)	4
--	---

**The Occupational Therapy faculty reserve the right to change courses or sequences.*

Pre-Professional Credits plus One	64
Credits of Professional Core	72
Total Credits for BS Degree	136
Credits for MS Degree (including FW II)	32
Total Credits for Master Science Occ Therapy	169

Clinical Experience

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two week time periods during Community Practicums III and IV. In addition, two three-month full-time Fieldwork II clinical placements are required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum). The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in Fieldwork II placements before returning to campus for the masters courses, scarcity of fieldwork sites means this will not be possible for all students. All masters' students must successfully complete at least one Fieldwork II placement before returning for masters courses. Those who do not complete both full-time fieldwork before masters year courses must complete the second one after the masters year May term.

Admission Requirements

Pre-Occupational Therapy Program

For entrance into the Pre-Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the Pre-Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on

- applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the preprofessional phase of the Occupational Therapy Program must be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.
 4. A student in the preprofessional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
 5. Before entering the professional program, a student must have completed a 20 hour volunteer experience, and the course Intro to OT (OTR201).
 5. The faculty reserve the right to deny enrollment in the professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
 6. The Admissions Department will assume primary responsibility for admission to both phases of the Occupational Therapy Program.
 7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and Fieldwork II requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the Occupational Therapy Academic Fieldwork Coordinator.

Tuition for 12 credits of fieldwork is included in the 5th year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the 5th year at continuing education rates (20% of tuition). If the student elects to terminate his/her first or second Level II placement, at or before midterm, he/she will receive a tuition credit which will amount to 20% of the total tuition charged for the terminated fieldwork experience. A repeat fieldwork will be charged at 1/2 the total fieldwork rate. Tuition credits will not be given for any affiliation terminated after the six week midterm evaluation.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

Estimated Expenses	3rd Yr	4th Yr	5th Yr
Books and Supplies	\$800	\$800	\$600
Uniforms	50	50	-
Fieldwork Travel	400	400	2,000*
Fieldwork Housing	-	-	3,600*
Student Malpractice Ins	20	20	20
Totals	\$1,270	\$1,270	\$6,220

**includes 6 months Fieldwork II.*

Professional Occupational Therapy Program and Policies

To be accepted in the professional program, a student must meet the following requirements:

1. All students who are admitted to the preprofessional OT program as first-year students by the Office of Admissions are guaranteed a spot in the professional program if they then meet the professional program admission requirements.
2. A student admitted into the preprofessional phase of the Occupational Therapy Program must have a 2.5 UNE GPA at the end of the spring semester of the student's first academic year at UNE. A student who does not achieve this GPA will be dismissed from the preprofessional program.
3. A student who receives a 3.0 UNE GPA at the end of spring semester of his/her second year and is in good standing is guaranteed a place in the professional program. OT preprofessional students who have a UNE GPA between 2.75 and 3.0 will compete with transfer students, both internal and external, for the remaining seats.
4. All students must pass all professional courses with a "C-" or better. If a student receives an "F," he/she will be dismissed from the program. A student who receives two "D's" will be dismissed with the right to take a year's Leave of Absence (LOA). He/she must petition to re-enter the following year and complete a remediation plan. A student who receives one "D," or withdraws from a professional level course, must retake that course and pass with a "C-" or better.

Department of Philosophy and Religious Studies

College of Arts & Sciences

Sartorelli, Linda (Chair) Professor
Ph.D., M.A., Indiana University-History & Philosophy of Science; A.B., Barnard College, Columbia University-Mathematics.

Morrison, Ronald P. Professor
Ph.D., M.A., Emory University; B.A., University of Maine-Philosophy.

Smith, David Livingstone (Director of The New England Institute) Visiting Associate Professor
Ph.D., Kings College-London University-Philosophy; M.A., Antioch University-Philosophy.

Philosophy and Religious Studies

Philosophy asks the big questions: Who am I? What is there? What can be known? How should I live? These lead to other questions about the relationship between the mind and the body, appearance and reality, truth and opinion, right and wrong, freedom and determinism, the individual and society, human beings and nature, God and the world. To ask these questions is to examine our most basic beliefs about human existence and the world we live in. At the same time, philosophy does not provide pat answers, but believes with Socrates that the goal is to live “the examined life.” For this reason, the study of philosophy cultivates the skills of clear thinking and effective argumentation.

Religious Studies provides an historical and comparative understanding of the world’s religious traditions. It examines spiritual beliefs, practices, and rituals in order to understand the importance of religious faith in providing a source of human value and meaning.

The Department of Philosophy and Religious Studies offers courses that satisfy the “Explorations” and “Advanced Humanities” requirements of the core curriculum and that complement and enhance any field of study at the University. Courses fulfill the Explorations core requirement at the 100/200 level. Courses at the 300/400 level satisfy the Advanced Humanities core requirement.

Minor

The department offers a minor in philosophy. Students wishing to minor in philosophy should consult with a faculty member.

Curriculum List

Philosophy

PHI 100 - Problems of Philosophy	3
PHI 120 - Living the Good Life	3
PHI 125 - Friendship, Love, Marriage, and Sex	3
PHI 150 - Critical Thinking	3
PHI 160 - Science, Pseudo Science, and Weird Ideas	3
PHI 220 - Individual and Society	3
PHI 240 - Mind, Body, and Death	3
PHI 304 - Social and Political Philosophy	3
PHI 307 - Problems in Metaphysics	3
PHI 310 - Thinking Critically About Moral Problems	3
PHI 315 - Health Care Ethics	3
PHI 320 - Readings in History and Philosophy of Science	3
PHI 325 - Topics in Philosophy	3
PHI 330 - Environmental Philosophy	3

Religious Studies

REL 200 - World Religions	3
REL 250 - The Bible	3

Department of Psychology

College of Arts & Sciences

Corsello, Maryann (Chair) Associate Professor
Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology;
B.S., Northeastern University-Psychology/Speech and Hearing Science.

Glasier, Marylou M. Assistant Professor
Ph.D., Rutgers University-Behavioral Neuroscience; M.S. University of Massachusetts-Biochemistry; B.S. Georgian
Court College-Biochemistry.

Haskell, Robert (Associate Director of the New England Institute) Professor
Ph.D., Pennsylvania State University-Psychology and Social Relations; M.A., San Francisco State University-
Psychology/Sociology; B.A., San Francisco State University-Psychology/Sociology.

Morrison, Linda Associate Professor
Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical
Psychology.

Rankin, Nancy Assistant Professor
M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.

Scharff, Judith Associate Professor
Ph.D., M.A., B.A., University of New Hampshire - Cognitive Psychology.

Mission Statement

The Department of Psychology offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas. As part of this mission, the Department of Psychology offers three majors: Psychology, Psychobiology, and Psychology and Social Relations.

Psychology Major

Upon acceptance to the University, students are provisionally admitted as a Major in Psychology. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to be

fully admitted as Psychology majors. Students must also complete the University Core mathematics requirement by the end of the first year.

The Psychology major blends interdisciplinary work with intensive training in psychology to prepare the student for a wide range of professional and academic experiences beyond college. The major draws on the extensive experience of our faculty in the areas of human development and clinical psychology. In addition, the student will be exposed to areas such as social psychology, learning and cognition, and personality theory.

Another theme of the program is research and statistics. Faculty provide a supportive environment in which students learn the thinking skills important to reading and conducting research. Students support each other as well, working in groups on research projects that often are useful to the UNE community. For example, students have engaged in a survey and study of student satisfaction with services on campus and have examined the faculty's awareness of and involvement in learning disabilities of college students.

The core of this major also includes the internship or field experience courses. The internship is a critical part of our students' learning. It is typically started in the third year and must be taken for an equivalent of two courses or six credits. These are divided into an introductory and advanced internship. These experiences provide the student the opportunity to learn experientially and to explore different career directions or different situations within a career area. The internships are also a critical way in which students are exposed to clinical experiences and supervision. Overall, the internship is an important educational experience and it often leads to the first job after graduation for our students.

Bachelor of Arts in Psychology Curriculum

The following are the credit and course specifications for a Psychology major.

University Core Requirements	42-43
Major Courses	48
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 225 - Psychology Statistics	3
PSY 255 - Social Psychology	3
PSY 285 - Research Methods	3
PSY 300 - Internship I	3
PSY 350 - Theories of Personality	3
PSY 355 - History and Systems	3
PSY 365 - Biological Basis of Behavior	3
PSY 400 - Internship II	3
PSR 435 - Perspectives in Human Behavior	3
SOC 150 - Introduction to Sociology	3
Psychology Electives	
Four courses at the 200 level or higher (Includes all PSY and selected SOC courses)	12
Electives sufficient for minimum degree total of	120

Psychobiology Major

The Department of Psychology in conjunction with the Department of Biological Sciences offers a major in Psychobiology. This course of study focuses on the behavior of animals. Courses in the major will be taught by members of both departments and will explore both the biological and psychological bases of animal and human behavior. The Psychobiology degree will make

graduates marketable in both the areas of psychology and the life sciences. Graduates from the program will have training and skills that could lead to employment working with animals in zoos, marine parks, and veterinary hospitals in addition to more general employment and opportunities for graduate study. The major offers a choice of focus of comparative/ethology or behavioral neuroscience.

Bachelor of Arts in Psychobiology Curriculum

The following are the credit and course specifications for a Psychobiology major.

University Core Requirements	42-43
Major Courses:	41-47
PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 240 - Comparative Animal Behavior -or- BIO 335 - Animal Behavior/Behavioral Ecology (Lab optional for PBO)	3-4
PSY 285 - Research Methods	3
PSY 365 - Biological Basis of Behavior	3
PSY 400 - Psychobiology Internship/Research ** or BIO 495 - Advanced Biological Internship	3-8
PSY 425 - Advanced Experimental Animal Lab	3
BIO 100 - Biology I + Lab	4
BIO 101 - Biology II + Lab	4
BIO 322 - Comp. Animal Physiology	4
CHE 110 - General Chemistry I or CHE 130 - Principles of Chemistry	4
<i>** Depending on the number of credits taken in the internships either 2 or 3 PBO electives are also required.</i>	
Concentrations (select C/E or BN):	
Comparative/Ethology (C/E)	9-10
Organismal Topic*	3-4
PSY 380 - Learning & Memory	3
PSY 381 - Cognition	3

** BIO 250 Marine Biology; BIO 252 Natural History of Marine Mammals; BIO 319 Ornithology; BIO 330 Comparative Vertebrate Anatomy; BIO 331 Biology of Fishes, BIO 355 Biology of Marine Mammals; PSY 402 Spec Topics Psychobiology.*

Behavioral Neuroscience (BN)	18
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry	5
CHE 310 - Biochemistry	5
PSY 490 - Behavioral Neuroscience	4

Electives sufficient for minimum degree total of 120

Bachelor of Arts in Psychology and Social Relations

The Bachelor of Arts in Psychology and Social Relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

See program details and curriculum as outlined under Interdisciplinary Majors: page 93.

Note: Requirements for all majors may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.

Minors in Psychology

Psychology and Social Relations Minor

Total Credits **18**

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285 or 300, and two additional sociology courses at the 200 level or higher.

Psychology Minor

Total Credits **18**

Consists of Introduction to Psychology, Introduction to Sociology, and an additional four psychology courses at the 200 level or above, not including PSY 220, 270, 225, 285 or 300.

The New England Institute

Director-David Livingstone Smith, Ph.D

Associate Director-Robert E Haskell, Ph.D

The New England Institute is an initiative by the University of New England to foster research and education into the interdisciplinary nexus of cognitive science, evolutionary psychology and psychotherapy.

Cognitive science investigates the deep structure of mental processes. Evolutionary psychology understands the mind in the context of its biological origins. Psychotherapy harnesses this knowledge to study and change psychological problem states. A sustained dialogue between these disciplines is long overdue and timely.

NEI provides a unique platform for interdisciplinary dialogue and constructive debate. It offers a varied and topical program of lectures, seminars, courses and conferences for academics and for the general public. Events will be held on the Portland campus of the University of New England starting Autumn, 2001.

Department of Sociology

College of Arts & Sciences

McReynolds, Samuel A. (Chair) Associate Professor
Ph.D., Cornell University - Rural Sociology; M.A., University of Vermont-History; B.A., University of Virginia-Government & History.

Campbell, Alex Visiting Assistant Professor
Ph.D., M.Phil., University of Cambridge-Criminology; B.A., York St. John-Cultural Studies.

See, Joel Professor
Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University-Sociology/Psychology.

Mission Statement

The Department of Sociology offers students a broad-based liberal arts education with an emphasis on group, social, and community dynamics to understanding human behavior. The faculty are committed to the integration of psychological, and anthropological as well as sociological perspectives, and the curriculum is a reflection of this integration. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to understanding and solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

Sociology Major

The major in Sociology will provide the student with a broad base exposure to theories and methods, as well as a wide range of current social issues. The student will also receive extensive interdisciplinary work in the fields of anthropology and psychology. These strong academic foundations will prepare the student for a wide range of academic and professional opportunities. Students from this major may choose to continue their education in a wide range of fields including, sociology, social work, law, economics, and environmental studies. Or, they may go directly to work in areas dealing with social deviance and other areas of social service.

In addition to the more traditional approaches to sociology, there are two unique elements to this program. First, students will complete an internship. This will help students explore experiential learning, applications of sociology to the real world, and undertake career explorations. Second, students will participate in a semester long applied sociology experience. With this experience a student can choose to study abroad, study with the SALT documentary field studies program in Maine, work in a social service agency, or complete an intensive research project.

Overall, this program will provide students with a strong foundation for understanding today's social issues and problems. The student will also have a wide range of skills and experiences that will enhance their future educational and career opportunities as well as encourage them to be a more active and aware citizen.

Bachelor of Arts in Sociology Curriculum

The following are the credit and course specifications for the Sociology major.

University Core Requirements	42-43
Sociology Core	30
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
PSR 435 - Perspectives in Human Behavior	3
SOC 150 - Introduction to Sociology	3
SOC 270 - Classical Sociological Theory	3
SOC 280 - Contemporary Sociological Theory	3
SOC 300 - Internship	3

SOC 370 - Applied Sociological Methods	3
Upper Level Sociology Electives:	9
Elective 1 - 100 or 200 level course	3
Elective 2 - 200, 300 or 400 level, or Psychology topics	3
Elective 3 - 300 or 400 level elective	3
Applied Sociological Experience	9-15
SOC 491 - Study Abroad	9-15
SOC 492 - Salt Institute	9-15
SOC 493 - Internship	9-15
SOC 494 - Capstone Thesis	9-15
Total Credits in Major	48-54
Electives sufficient for minimum degree total of	120

Note: Requirements for the major may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.

Bachelor of Arts in Psychology and Social Relations

The Bachelor of Arts in Psychology and Social Relations (PSR) is a unique integration of course work from psychology, sociology, and anthropology. It emphasizes methods, the human life span, global perspectives, and student initiative in program development. This major prepares students for entry level positions in the mental health and human services field, or for graduate study in psychology, sociology, social work, human services, and related fields.

See program details and curriculum as outlined under Interdisciplinary Majors: page 93.

Minors in Sociology

Psychology and Social Relations Minor

Total Credits **18**

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, 225, 285 or 300, and two additional sociology courses at the 200 level or higher.

Sociology Minor

Total Credits **18**

Introduction to Sociology, Demography, and four additional courses in sociology at the 200 level or higher.

This page left intentionally blank...

UNDERGRADUATE PROGRAMS

COURSE DESCRIPTIONS



Undergraduate Programs

Course Descriptions

2002-2003

Note: Courses are listed alphabetically under the following subject headings and subsequent course codes:

Accounting (ACC)	Learning Assistance Center (LAC)
American Studies (AMR)	Liberal Learning (LIL)
Anthropology (ANT)	Life Science (LSC)
Art (ART)	Literature (LIT)
Athletic Training Education (ATC)	Management (MGT)
Biology (BIO)	Marketing (MKT)
Chemistry (CHE)	Mathematics (MAT)
Citizenship Seminar (CIT)	Microcomputer Systems (MCS)
Core Curriculum (Westbrook College Campus) (CC)	Music (MUS)
Dental Hygiene (DEN)	Nursing (NSG)
Economics (ECO)	Occupational Therapy (OTR)
Education (incl. Early Childhood Education) (EDU)	Organizational Leadership Program (OLP)
English (ENG)	Philosophy (PHI)
English as a Second Language (ESL)	Physics (PHY)
Environmental (ENV)	Political Science (PSC)
Exercise and Health Promotion (EXS)	Psychology (PSY)
French (FRE)	Religious Studies (REL)
Geology (GEO)	Sociology (SOC)
Health Services Management (HSM)	Spanish (SPA)
History (HIS)	Speech (SPC)
Interdisciplinary Health & Healing (IHH)	Sport Management (SPT)

Unless otherwise noted, courses might be offered at either the University Camps or the Westbrook College Campus

Accounting

ACC 201

3 credit

Financial Accounting

This is an introductory course in the principles, materials and procedures of accounting with emphasis on financial accounting. Topics include accounting and business cycles, and financial statements (balance sheets, income statements, accounting for revenues, expenses, assets and liabilities for proprietorship).

ACC 203

3 credits

Management Accounting

The use of financial accounting information for financial and managerial decision-making is covered in this course. Various techniques are presented to enable the student to effectively analyze accounting information and make sound business judgements. Prerequisite: ACC 201 or ACC 205.

ACC 205 **3 credits**
Accounting for Non-Accountants

This course is designed to introduce students to the fields of financial accounting and management accounting. The topics covered include an introduction to financial accounting; the accounting equation; financial statements including balance sheet, income statement, and statement of cash flows; introduction to management accounting; budgeting; financial analysis and financial ratios; cost-volume-profit analysis; and the use of accounting information in decision-making.

American Studies

AMS 105 **3 credits**
Introduction to American Studies

An introductory survey of methodologies and critical theories from the social studies and humanities that can be utilized in the study of American culture. The theoretical approaches will be combined and applied in the analysis of a particular historical/cultural community that will serve as the focus of study throughout the entire course.

AMS 202/HIS 202 **3 credits**
American Identity & History

See description in History section.

AMS 204/HIS 204 **3 credits**
**Growing Up Female:
 A History of Girls in America**

See description in History section.

AMS 206/HIS 206 **3 credits**
Diaries, Journals & Letters

See description in History section.

AMS 208/HIS 208 **3 credits**
Readers & Readings in American History

See description in History section.

AMS 309/HIS 309 **3 credits**
American Material Culture

See description in History section.

AMS 315/HIS 315 **3 credits**
Topics in American Studies

See description in History section.

AMS 336/HIS 336 **3 credits**
Women and the American Experience

See description in History section.

AMS 338/HIS 338 **3 credits**
American Communal Experiments

See description in History section.

AMS 390/HIS 390 **3 credits**
American Identity and World Order

See description in History section.

AMS 400 **3 credits**
Fourth-year Seminar

A research seminar in which students will be responsible for creating an original research paper based on an analysis of primary source materials. Prerequisites: Fourth-year standing and the permission of the instructor.

AMS 470, 480 **3 credits each**
Internship I & II

An individually designed, off-campus learning experience in which the student will apply the approaches, skills and knowledge derived from the American Studies major in a part-time employment situation at an institution related to the career goals of the student. Prerequisites: Minimum cumulative grade point average of 2.5, third-year standing, and permission of the instructor.

Anthropology

ANT 101 **3 credits**
Anthropology

The physical and cultural evolution of the human species through the fields of Physical Anthropology and Archeology.

ANT 102 **3 credits**
Cultural Anthropology

An analysis of culture in its structure, variety, development, and change. Case studies of societies from around the world are discussed as illustrations of the culture concept.

Art

ART 100 **3 credits** **Drawing I**

Introductory art practices and theories focus students on basic drawing and design concepts. The graphic elements of line, value, shape and texture are emphasized, as are the art components of space, time and motion. Students study, review and discuss master drawings and designs from contemporary media and traditional art historical sources. Through this process the students develop evaluative and perceptive abilities to improve their own drawings and designs.

ART 101 **3 credits** **Watercolor**

This course provides the background and understanding of the watercolor medium. Teaching of material use and handling will be emphasized from paper stretching through painting techniques used by the masters. This course will offer instruction in producing successful, visually articulate pictures.

ART 102 **3 credits** **Photography**

An introduction to black and white photography that integrates visual design with the technical aspects of the camera and image production. Emphasis is placed on the photograph as an art form, camera selection and operation, darkroom techniques including film processing and printing. Exercises in portraiture, landscape photography, and photojournalism. Students must have access to a 35mm camera.

ART 104 **3 credits** **Painting I**

An introduction to painting. This course offers instruction in handling of oil paint, paint surfaces and all techniques involved in painting production. Through a series of painting problems, students will become adept in creating paintings that focus on color and personal language. Exploration of limited palettes, underpainting, composition and ways to begin, develop and resolve paintings will be covered extensively.

ART 105 **3 credits** **Elements of Acting**

This introductory course is designed to draw out and develop the skills basic to acting on stage. Students will participate in numerous acting exercises, including improvised scenes and monologues. They will discover ways to develop a “character” by drawing on their own inner resources and personal experiences. Since believable acting is rooted in

spontaneous reacting, students will get plenty of opportunity to practice the wonderful risk of remaining “in the moment” on stage. While reflection and discussion are important components of any acting course, this practicum is an “on your feet”, kinesthetic learning experience.

ART 106 **3 credits** **Two-Dimensional Design**

Establishes a foundation in art by introducing the fundamentals, elements and principles of design. Integrates theories stemming from the context of art history with practical design problems of present day. Gives the necessary background for appreciating art in a variety of settings in our contemporary world.

ART 110 **3 credits** **Ceramics I**

Introduction to wheel-throwing and hand-building techniques, glaze preparation, and the process of firing.

ART 113 **3 credits** **Sculpture I**

A comprehensive exploration into low and high relief and full-round forms using clay and plaster as materials. Introduction to mold making as a duplicating method. Emphasis is on development of personal standards in technique expression.

ART 114 **3 credits** **Printmaking**

A survey of the techniques and history of printmaking. Investigation of relief and intaglio printmaking process. Covers both black and white and color printing processes.

ART 115 **3 credits** **Introduction to Dance**

This introductory dance course is designed for students with and without previous dance training. Students will engage in a range of yoga exercises and improvisational dance techniques to develop breath control, strength, flexibility, and spontaneity. Students will also be given the opportunity to explore improvisational dance concepts such as spatial, tempo, rhythm and directional variations, and moving with intention. Themes will be generated from literature, musical scores, ordinary objects, photographs, fabric, observations, and life experiences. The end of class period will be devoted towards integrating the above concepts into designing individual and group dances. Each student will be asked to create, participate in, and demonstrate a dance developed over the course of our time together.

ART 117 **3 credits**
History and Techniques of Art Criticism

The focus of this course is to trace the history of art criticism from antiquity to the present, and to investigate methods of criticism used to interpret and evaluate works of art.

ART 200 **3 credits**
Drawing II

Through a series of visual exercises and problems, students will develop a personal visual language. Exploring line, shape, value and color, students will continue to develop skills in the drawing venue. Problems will be offered to help articulate a skillful artistic language and dialogue. Prerequisite: Drawing I

ART 204 **3 credits**
Painting II

Advanced studio work in painting media. Students explore their individual directions with the consultation of the instructor. Prerequisite: Painting I

ART 210 **3 credits**
Art History Survey I

Students will be introduced to painting, sculpture, and architecture of major Western and Non-Western cultures beginning with prehistory throughout medieval Europe. This course will examine the evolution of art and artist, making connections and comparisons between social and political roles the arts have played throughout art history.

ART 211 **3 credits**
Art History Survey II

Art History Survey II analyzes painting, sculpture and architecture from Western and Non-Western traditions of the Renaissance to the present. Students will study formal and technical development as well as the political, religious and social effects on artists. A goal of this course is to link artistic influences of the past to modern culture. Museum field trips will be included.

ART 212 **3 credits**
Ceramics II

Ceramics II includes advanced study of wheel-built and hand-built forms, glaze preparation, and kiln operation. Prerequisite: Ceramics I.

ART 213 **3 credits**
Sculpture II

A continuation of complex molding systems and an extension into a variety of materials and techniques most not historically associated with sculptural construction. Prerequisite: Sculpture I.

ART 250 **3 credits**
History and Techniques of Art Criticism

The focus of this course is to trace the history of art criticism from antiquity to the present, and to investigate methods of criticism used to interpret and evaluate works of art.

ART 260 **3 credits**
Renaissance and Baroque Art

The history of Western art from Florentine early Renaissance sculpture through French Rococo architecture.

ART 270 **3 credits**
Art in the Modern World

A look at 19th Century Romanticism at its peak and the surfacing of Realism, Impressionism, and Post-impressionism which paved the way for the major art movements of the 20th Century. Expressionism, Art Nouveau, Cubism, Surrealism, Abstract Art, Op and Pop Art and the New Realism of the mid-20th Century.

ART 300 **3 credits**
Drawing III

Advanced studio works in drawing. Students explore their individual directions in drawing mediums with the consultation of the instructor. Prerequisite: Drawing II.

ART 301 **1-9 credits**
Independent Study in Art

Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the department chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 and possess the appropriate background and interest to pursue the proposed area of study. Prerequisite: third or fourth-year standing.

ART 304 **3 credits**
Painting III

A continuation of Painting II. Students develop a body of work reflecting individual directions with the consultation of the instructor. Prerequisite: Painting II

ART 313 **3 credits**
Sculpture III

A continuation of working in the round, emphasis is on development of a personal direction in technique and vision. Prerequisite: Sculpture II

Athletic Training

ATC 100 **1 credit** **Introduction to Athletic Training**

This course introduces students to the profession of athletic training in relation to the field of sports medicine. Through the course, the student becomes familiar with the role of the allied health care professional in numerous settings, including the clinic, high school and college. Guest speakers from all allied settings describe the complex nature of athletic health care.

ATC 101 **3 credits** **Injury Prevention and Risk Management**

This course is designed to give the students a broad introduction to the professional fields of athletic training in terms of injury prevention and immediate care. Topics include basic functional anatomy, injury mechanism, prevention and injury patterns.

ATC 150 **2 credits** **Acute Care of Injury and Illness**

This course introduces the topics of first aid and cardiopulmonary resuscitation to individuals preparing for employment in the allied health fields. Immediate first aid and injury management for the active population will be the focus of the course. Students completing the course will receive certifications from the American Red Cross in First Aid and CPR.

ATC 299 A & B **4 credits total** **Athletic Training Clinical Experiences 1 and 2**

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the evaluation and management of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The process of differential evaluation is emphasized, building upon methodologies learned in ATC 101 and 150. These clinical hours partially fulfill the requirements of NATABOC certification examination. Prerequisite: AT majors only in professional sequence.

ATC 302 and ATC 304 **2 semesters, 6 credits** **Assessment of Athletic Injuries I & II**

These two courses focus on the analysis of injury patterns and the mechanics of various joints of the upper and lower extremities of the human body. The student will be able to describe and perform commonly accepted techniques and procedures for evaluation of the common injuries and illnesses that are incurred by athletes and others involved in physical activity. Emphasis is placed on predisposing health of the athlete, the clinical assessment, and the physiological response to healing. Prerequisites: ATC 101, BIO 245, and BIO 345.

ATC 333 **3 credits** **Gross Anatomy**

This course presents opportunities for the student to study the structure and functional relationships of the musculoskeletal system of the human body. Primary emphasis is placed on the limbs, trunk and the peripheral aspects of the central nervous system. The laboratory format utilizes prosected, cadavera and anatomical models. Prerequisites: BIO 245, BIO 345, ATC 302 and ATC 304 (concurrent).

ATC 399 A & B **4 credits total** **Athletic Training Clinical Experiences 3 and 4**

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the management and rehabilitation of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The decision-making skills of injury management and referral patterns are emphasized building upon methodologies learned in ATC 299. These clinical hours partially fulfill the requirements of the NATABOC certification examination. Prerequisite: AT majors only in professional sequence.

ATC 430 **3 credits** **Therapeutic Modalities**

This course studies how anatomy and injury mechanisms are affected by the use of current athletic training modalities. The focal point of the introduction is a presentation of the body's physiological and psychological response to trauma. Each subsequent session relates how individual modalities affect the injury response process. Lab sessions present practical application of the modalities. Prerequisites: ATC 302 and ATC 304.

ATC 440 **3 credits** **Therapeutic Exercise**

This course provides an in-depth study of the interaction between human physiology and the therapeutic aspect of exercise. Based upon the pathological and nonpathological response to the stress of exercise, the course surveys the affect of normal stress and physical adaptation. The focus of the course is the cardiovascular and musculoskeletal systems. Lab sessions are utilized to practically apply current concepts in therapeutic exercise. Prerequisites: EXS 320, ATC 302, ATC 304 (concurrent), and ATC 330 (concurrent).

ATC 450 **3 credits** **Medical Aspects of Sport**

This course is designed to provide the student with the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of

athletes and others involved in physical activity. Pharmacological applications, including the awareness of the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes will also be covered.

ATC 480 **3 credits**
Administration of Athletic Training Programs

This course is designed to provide the student with the opportunity to apply concepts of program administration and risk management as they relate to injury care and recognition. The administration core entails policies and procedures that accompany the daily functioning of the athletic health care program. The sequence of the course in the academic plan also provides the student with the opportunity to apply these objectives in the clinical aspect of their education. Prerequisites: ATC 101, ATC 302, and ATC 304.

ATC 499 A & B **4 credits total**
Athletic Training Clinical Experiences 5 and 6

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the rehabilitation and health administration of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The focus of the course is networking previous skills of management and rehabilitation with proper communication within the entire sports medicine team. These clinical hours partially fulfill the requirements of the NATABOC certification examination. Prerequisite: AT majors only in professional sequence.

Biology

BIO 100 **4 credits**
Biology I

Course is an introduction for students to basic concepts and unifying principles of biology. Topics covered include science as a way of knowing, cell and molecular biology, organismal anatomy and physiology, energetics, reproduction and heredity. Fieldwork and laboratory are an integral part of the course. Required of all entering majors as a component of the First-Year Learning Community for DBS and DES majors.

Prerequisites: None

Every Fall Semester

BIO 101 **4 credits**
Biology II

Course continues concepts of general biology with focus on evolution, ecology, diversity of life on earth and the scientific

method. Fieldwork and laboratory are an integral part of the course. Required of all entering majors as a component of the First-Year Learning Community for DBS and DES majors.

Prerequisites: Passing grade in BIO100

Every Spring Semester

BIO 104 **4 credits**
General Biology

Ecology, evolution, energy processes, genetics and cellular structure and function are primary topics of study. Emphasis is on the interactions between living and nonliving things as well as the interrelationships between living organisms (including humans). Issues in science, technology and society will also be explored. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. No prerequisites. A one semester course linked to ENV 104 as part of the non-majors' First-Year Environmental Learning Community. If BIO104 has been taken and a student switches to one of the Department of Biological Sciences majors, then an additional BIO 200+ MUST be taken to meet departmental requirements.

Prerequisites: None

Every Fall/Spring Semester

BIO 200 **4 credits**
Genetics

The two major branches of genetics, classical genetics, and molecular genetics, are studied in detail. Classical, or Mendelian, genetics encompasses the first half of the course and centers on the transmission of traits from one generation to the next. The second half of the course focuses on the study of the structure and function of genes at the molecular level, including discussions on recombinant DNA and DNA analysis techniques. Other topics include transposable elements, bacterial and viral genetics. Lectures include active learning exercises where student groups work on problems. Lab provides students with hands-on activities in both branches of genetics.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Every Fall/Spring Semester

BIO 203 **4 credits**
Histology

The structure of animal cells, basic types of tissues, and their combination into organs are studied. Laboratory work includes the microscopic study of cells, tissues and organs through permanent microscope slide preparations.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Fall Semester

BIO 204 **4 credits**

Parasitology

A survey of selected protozoan and helminth parasites which cause disease in man. Host-parasite relations, parasite morphology, and physiology, parasite life history, host injuries, means of control, and prevention of parasitic diseases are discussed. In the laboratory parasites are identified and studied. Preserved, stained, and living materials will be used. A survey of live parasites from a vertebrate host will also be included.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104
Every Spring Semester

BIO 208 **4 credits**

Introductory Anatomy and Physiology I

(Westbrook College Campus only)

Course provides an overview of human structure and function during which gross anatomy and histology are related to cell, tissue, organ level physiology for each of the major body systems. Topics include musculoskeletal and central nervous systems. Three-hour laboratory session is an integral part of the course.

Prerequisites: None
Every Fall Semester

BIO 209 **4 credits**

Introductory Anatomy and Physiology II

(Westbrook College Campus only)

Course continues human anatomy and physiology topics including cardiovascular, renal and endocrine systems. Three-hour laboratory session is an integral part of the course.

Prerequisites: C- or better in BIO208
Every Spring Semester

BIO 215 **3 credits**

Microtechniques

In this laboratory course students learn to prepare microsections of vertebrate organs for microscopic observation. Techniques and topics include fixation, sectioning, staining, and mounting. A trip to a nearby pathology laboratory may be included.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

BIO 220 **4 credits**

Invertebrate Zoology

A general study of the invertebrate phyla with special emphasis on the morphology, life histories, distributions, and phylogenetic relationships. Students have the opportunity to acquaint themselves with the inshore marine invertebrates through field trips to neighboring marine habitats. Laboratory work involves identification and dissection of common invertebrate types.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104
Spring Semesters-odd years

BIO 221 **3 credits**

Principles of Aquaculture

Principles and practices of aquaculture from international, national and local perspectives. Topics covered include a survey of culture techniques used in growing common fish and invertebrate bivalve species. Aspects of hatchery management and grow out will be discussed covering genetic selection, nutrition and feeding, health maintenance, fish and bivalve farm structure, product processing and environmental factors. Includes field trips to commercial hatcheries and farms.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104
Every Spring Semester

BIO 222 **4 credits**

Techniques in Finfish and Shellfish Culture

A combined lecture and hands-on laboratory course in selected techniques in finfish and shellfish culture. Topics covered include anatomy of cultured species of fin and shellfish, reproductive physiology of fishes and bivalves, larval fish feeding, diagnostic procedures, drug residue testing, and invertebrate fish handling an anaesthesia and computer applications.

Prerequisites: Passing grade in BIO221
Every Fall Semester

BIO 223 **4 credits**

Health, Nutrition and Feeding of Cultured Organisms

Principles and practical methods of health management of cultured fish bivalves, and other organisms will be discussed. Cause of disease, environmental and control measures will be presented. Also covered are principles of nutrient requirements and feeding management as it applies to cultured species.

Prerequisites: Passing grade in BIO221
Every Spring Semester

BIO 224 **4 credits**

Introduction to Remote Sensing and GIS

Remote sensing is a group of techniques for collecting information about an object and its surroundings without any physical contact. In this course we concentrate on aerial photography and satellite measurements, with some discussion of sonar, radar and other techniques. Application of these techniques to environmental monitoring, oceanography, agriculture, resource management, archeology and other disciplines will form the basis of the course. We will utilize computers to process and analyze a variety of imagery. Students will also gain experience using Geographic Information Systems (GIS). A GIS is a way to enter, store, manipulate, analyze and display geographic or spatial data. The power of these systems is in their ability to analyze complex spatial information. GISs find application in habitat monitoring, hazardous

waste management, wildlife population management, city planning, landscape ecology, and innumerable other fields. The classroom and labs sessions are combined and taught in the computer laboratory with portions of time being devoted to theory, followed by application using remote sensing data and GIS. No prerequisites.

BIO 225 **1 credit**
Gulf of Maine Seminar

This course examines the Gulf of Maine as a vital and important resource to the New England region. Invited speakers will present keynote lectures on a variety of topics including biological, political, socioeconomic, medical and environmental aspects of the Gulf of Maine. This seminar also provides students with an opportunity to meet faculty members and learn of their respective research interests. Required of all Marine Biology Majors.

Prerequisites: BIO250 or instructor permission

Every Spring Semester

BIO 226 **4 credits**
Microbiology

The biology of microorganisms: fundamental principles, morphology, physiology, and the classification of microorganisms. The course emphasizes microbial metabolism. Laboratory provides a review of procedures used to isolate and identify microorganisms.

Prerequisites: BIO100/BIO101 or BIO104 or BIO 208/BIO 209

Every Fall Semester (WCC)

Every Spring Semester (UC)

BIO 245 **4 credits**
General Principles of Anatomy, Physiology, and Pathophysiology I

(University Campus only)

This course uses an organ systems approach to examine the workings of the human body. Students are introduced to those fundamental concepts of cellular biology, histology and physiology. Topics include integumentary, skeletal, muscular and nervous systems. The courses place emphasis on homeostasis and addresses pathophysiological processes. Course emphasizes the interdependent relationship between systems. Case history discussions of various illnesses help to reinforce system inter-relationship. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Every Fall Semester

BIO 250 **4 credits**
Marine Biology

This course will serve as an introduction to the marine flora and fauna common in and along the northwest Atlantic. Lecture and laboratory components will be team-taught and an emphasis will be on hands-on and field experiences. One objective of the course is to introduce the marine biology majors and faculty to one another.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Every Fall/Spring Semester

BIO 251 **4 credits**
Plants of New England

A study of the vegetation of the northeast and its ecology. The course serves as an introduction to the flora and various plant communities in the area. We will study major species found within these communities and their adaptations to specific habitats. The importance of plants to human societies will also be addressed. Frequent field trips will illustrate concepts to be discussed in class.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Fall Semesters

BIO 252 **3 credits**
Natural History of Marine Mammals

This class will emphasize study of the marine mammals found in the North Atlantic. Via readings, lectures and videos, we will investigate their ecology, behavior, unique anatomical features, and recent interactions with humans. Marine mammal groups which do not have representatives in the North Atlantic will be briefly reviewed at the end of the semester.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Spring Semester-even years

BIO 290 **Variable credits**
Biological Topics/Directed Studies

This course is designed for students who wish to study special biological topics that are not available in the formal course offerings of the department. These studies are effected through directed readings, supervised library research, and presentation of oral and written reports by the students. This course may be repeated with a change in topic.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

Fall / Spring Semester

BIO 295 **3-4 credits**
Biological Sciences Internship

First and second year students intending to major or minor in the Biological Sciences disciplines, including marine biology, aquaculture and aquarium sciences, psychobiology (with a

marine mammal interest), pre-physician's assistant, and medical biology are encouraged to apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part- or full-time work experience. Students agree to follow a curriculum guideline as outlined in the DES/DBS Internship Packet. Grades are determined by the Internship Coordinator and reflect an array of assignments including on-site work performance, journaling, regular discussion sessions with the Internship Coordinator and a final multi-media presentation. Students must apply for the Internship course through the Internship Coordinator, and students are assisted in researching, finding, applying for and being placed in local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical Center.

BIO 302 **6 credits**
Gross Anatomy

Course is an in-depth study of the structure and relationships of the various organ systems of the human body. Primary emphasis is placed on the musculoskeletal system, but all structures and organ systems are covered. Laboratory utilizes prosected cadavera, anatomical models and skeletal material.

Prerequisites: BIO208/BIO209 or BIO245/BIO345 (C- or higher)
Every Fall Semester

BIO 309 **3 credits**
Pathophysiology (Westbrook Campus Only)

This course introduces students to the courses, mechanisms and consequences of non-infectious diseases. Emphasis will be placed on diseases that are prevalent in the U.S. population.

Prerequisites: Passing grade in BIO208/BIO209 or instructor permission
Every Spring Semester

BIO 310 **4 credits**
Phycology

A detailed study of phytoplankton and macroalgae, designed to give the student a thorough knowledge of the morphology, physiology, life histories, ecology and economic value. Field trips are conducted along the New England coastline from Canada to Cape Cod to observe differences in habitat and species composition.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104
Spring Semesters

BIO 319 **4 credits**
Ornithology

A survey of the world's major families of birds with topics including evolution, classification, distribution, anatomy & physiology, ecology, behavior and vocalization, nesting, migration and identification. Birds are an integral and conspicuous element of the natural world. As such, they provide an opportunity in everyday experience for the application of principles and concepts of scientific observation. Fieldwork and laboratory are an integral part of the course.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104
Fall Semester-odd years

BIO 322 **4 credits**
Comparative Animal Physiology

This course will take a comparative approach to the physiology of animals. Students are introduced to a variety of animal systems and homeostatic and adaptive mechanisms. Adaptive mechanisms from the molecular to the organismal level will be considered. Laboratory included.

Prerequisites: Passing grades in BIO100/BIO101 or BIO104 AND CHE110/CHE111 AND 3rd year DBS status or instructor permission
Every Fall Semester

BIO 323 **4 credits**
Principles of Aquarium Operations & Science

Course involves in-depth study of the scientific, curatorial, technical, managerial and educational components of aquarium operations.

Prerequisites: Passing grade in BIO221
Every Fall Semester

BIO 326 **4 credits**
Microbial Ecology

This course provides an interdisciplinary approach to the world of microbes which considers the variety of viruses, bacteria, protists, and molds; emphasizes prokaryotic metabolic diversity; relates basic ecological principles to the microcosmos, and treats the roles these organisms play in the biogeochemistry of our global ecosystem. In addition to learning basic micro techniques for isolation, culture, and identification of a variety of prokaryotic and eukaryotic micro-organisms, students will also focus on the processes and functional aspects of an aquatic or terrestrial micro-organism or microbial community relevant to the student's major or particular interest. Laboratory is an integral part of the course.

Prerequisites: Passing grades in BIO100/BIO101 or BIO104 AND CHE110/CHE111 or instructor permission
Fall Semesters

BIO 330 **5 credits**
Comparative Vertebrate Anatomy

This course is a study of vertebrate structure and function. Lecture focuses on concepts of vertebrate morphology while the laboratory places emphasis on the student's knowledge of anatomical form and function. Laboratory is an integral part of the course.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104 AND 3rd year DBS status or instructor permission

Spring Semester

BIO 331 **4 credits**
Biology of Fishes

A study of the basic biology of fishes suitable for students with a range of interests, including fisheries science, aquaculture and conservation biology. Lecture covers the systematics, evolution, anatomy, physiology, and ecology of fishes. Laboratory work includes field trips and visits to the New England Aquarium and Harvard Museum of Comparative Zoology.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104 AND 3rd year DBS status

Spring Semester-even years

BIO 333 **3 credits**
Evolution

This course will focus on the study of the evolutionary process-both micro-evolution (changes in gene frequencies of populations) and macro-evolution (speciation). Topics of study will include: ecological adaptations and change, populations genetics, natural selection, sexual selection, species interactions, and the evolution of life history. We will discuss two case studies at the end of the semester. The evolution of senescence and the evolution of sex covered.

Prerequisites: Any BIO200+ course

Spring Semester-odd years

BIO 335 **4 credits**
Animal Behavior/Behavioral Ecology

This course emphasizes the study of the behavior of animals in their natural environment. The course reviews the underlying mechanisms of behavior (genetics, evolution, physiology), the behavior of individuals (migration, habitat selection, foraging), as well as behavioral interactions (predator-prey, social behavior, sexual selection, parental care, mating systems and altruism). The laboratory includes both field and lab investigations of these topics as well as videos demonstrating species and concepts discussed in class.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104 AND 3rd year DBS status or instructor permission

Fall Semesters-even years

BIO 340 **4 credits**
Embryology

This course provides an overview of human reproductive anatomy, gametogenesis, and fertilization. Comparative ontogenetic processes of cleavage, gastrulation, and organogenesis are covered in depth. Embryogenesis of an amphibian, a bird, and a mammal are studied in the laboratory.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104

BIO 345 **5 credits**
General Principles of Anatomy, Physiology, and Pathophysiology II (University Campus only)

Course continues studies of the human endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. Case history discussions of various illnesses help to reinforce anatomy, physiology and pathophysiology inter-relationship among organ systems. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment. In addition, students design and perform course material based projects.

Prerequisites: Passing grade in BIO245

Every Spring Semester

BIO 350 **4 credits**
Ecology

A study of organisms and how they interact with one another and with their nonliving environments. Subject matter progresses in scale from small to large-from individuals and the growth of populations to species interactions, the distribution of communities and the function of ecosystems. Outdoor activities stress the interplay between field observation and experiment.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104 AND MAT180 AND 3rd year DBS and DES status or instructor permission

Every Fall Semester

BIO 355 **4 credits**
Biology of Marine Mammals

This class is an overview of the field of marine mammalogy. Aspects of marine mammal (whales, dolphins, seals, sea lions, manatees, dugongs, walrus, sea otters and polar bear) biology covered include: evolution, taxonomy, morphology, physiology (sensory systems, diving, reproduction), cognition, foraging and reproductive energetics, mating systems, and ecology. The laboratory includes a field trip to Harvard Museum of Comparative Zoology, videos of marine mammal research, and demonstrations of concepts discussed in class.

Prerequisites: Passing grade in BIO100/BIO101 or BIO104 AND 3rd year DBS status or instructor permission

Fall Semester-even years

BIO 360 **4 credits**

Oceanography

The relevance of the various basic science course work completed prior to taking Oceanography is stressed. Application of the laws of thermodynamics and principles of chemistry, biology, and ecology to the world's oceans will be made. Students explore the formation of the oceans, their chemical composition, physical properties, currents, and biological inhabitants. Global issues and human interactions serve to focus discussions. Laboratory is an integral part of the course.

Prerequisites: Passing grades in BIO100/BIO101 or BIO104 AND CHE110/CHE111 AND ENG110 AND 3rd year DBS status or instructor permission

Every Fall Semester

BIO 365 **4 credits**

Immunology

Course covers fundamental principles of immunology with emphasis on antibody formation, immunoglobulin molecules, hypersensitivity reactions and the cellular basis for the immune response. Laboratory is an integral part of the course.

Prerequisites: Passing grades in BIO100/BIO101 or BIO104 AND CHE110/CHE111.

Every Spring Semester

BIO 370 **3 credits**

Cell and Molecular Biology

This course explores all aspects of cell and organelle function at the molecular level. It emphasizes protein function in major cellular processes including gene expression, protein sorting, intracellular transport, cell movement, and cell signaling. Lectures are formatted to encourage student-led discussions and include student oral presentations.

Prerequisites: BIO200

Every Fall/Spring Semester

BIO 381 **4 credits**

Limnology

This course focuses on freshwater ecosystems as a means for understanding the interplay among physics, chemistry and biology as they relate to natural systems and human intervention. Much of the course involves field studies of local lakes, streams and ponds.

Prerequisites: Passing grades in BIO100/BIO101 or BIO104 AND CHE110/CHE111 AND PHY200/PHY201

Fall Semester

BIO 400 **3 - 4 credits**

Advanced Topics in Biology

An in-depth study of current advances in the field of biology. Topics vary by semester and year.

Prerequisites: 3rd year DBS status

Fall/Spring Semester

BIO 404 **4 credits**

Neuroscience

A study of the structure and function of the human peripheral and central nervous system, including vascular components and the special senses. Nervous system control of movement is emphasized. Laboratory experience includes anatomical models and human nervous system material (dissection / sections).

Prerequisites: Passing grade in BIO208/BIO209 or BIO245/BIO345

Every Spring Semester

BIO 430 **3 credits**

Advanced Topics in Molecular Biology

This is an upper-level seminar course exploring in detail an advanced topic in molecular biology such as: the genetic and molecular basis of cancer, aging, behavior, sensory perception, development, control of gene expression, etc. The specific topic of the seminar varies by semester. The first part of the course includes several lectures to provide a base of knowledge; thereafter the course focuses on student presentations of current research articles.

Prerequisites: BIO370 or CHE310 or CHE350/CHE351 AND 4th year DBS status

Spring Semester

BIO 495 **3-9 credits**

Advanced Biological Sciences Internship

Third and fourth year students majoring or minoring in the Biological Sciences disciplines, including marine biology, aquaculture and aquarium sciences, psychobiology (with a marine mammal interest), pre-physician's assistant, and medical biology are encouraged to apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part- or full-time work experience. Students agree to follow a curriculum guideline as outlined in the DES/DBS Internship Packet. Grades are determined by the Internship Coordinator and reflect an array of assignments including on-site work performance, journaling, regular discussion sessions with the Internship Coordinator, written papers, and a final multi-media presentation. Students must apply for the Internship course through

the Internship Coordinator, and students are assisted in researching, finding, applying for and being placed in local, regional, national and international internship positions. Among others, students are encouraged to seek opportunities with the UNE Marine Science Center, Bigelow Laboratories for Ocean Sciences, and Southern Maine Medical Center. Prerequisites: 3rd and 4th year DBS majors only with instructor and DBS Department Chair permission. Every Fall/Spring semester

Chemistry

CHE 110 4 credits General Chemistry I

An introduction to the principles of Chemistry: reaction stoichiometry and the mole concept, periodic properties of the elements, atomic and molecular structure, chemical bonding, chemical reactions, and the properties of gases and condensed phases. One three-hour lab per week is included. Prerequisite: LAC 022 or equivalent, or placement into MAT 180 or MAT 190.

CHE 111 4 credits General Chemistry II

A continuation of CHE-110. Thermodynamics, reaction kinetics, equilibrium and acid-base chemistry, redox reactions, and electrochemistry; introduction to transition metal compounds and selected topics in organic chemistry. One three-hour laboratory per week is included. Prerequisite: Grade of C- or better in CHE 110 or equivalent.

CHE 125 4 credits Introduction to Chemistry and Physics

A one semester survey course that presents the major concepts and principles of general, organic and biological chemistry, and conceptual physics, with emphasis on how they are related to biological systems. This course is specifically designed for Occupational Therapy students and provides a strong basic understanding of the fundamentals of chemistry and physics. The included laboratory is a weekly two hour, hands-on approach that emphasizes concepts discussed in lecture. A thorough understanding of algebra is strongly recommended. Areas discussed are atomic theory, chemical bonding, the mole concept, acid/base and oxidation/reduction equilibria, radioactivity and nuclear chemistry, basic organic structure, nomenclature and reactivity, biological chemistry, Newtonian motion, work/energy/power, sound, fluids, electromagnetic radiation, wave motion, and electricity. Prerequisite: LAC 022 or equivalent, or placement into MAT 180 or MAT 190.

CHE 130 4 credits Principles of Chemistry

An introduction to the basic principles of inorganic, organic, and biological chemistry designed primarily for students in allied health programs. Emphasis is on the integration of these areas to assist the student in understanding the disciplines as they relate to society in general and the health-related professions in particular. The course is designed to present an appropriate balance between the principles of chemistry and their biological applications. A weekly laboratory is included. Prerequisite: LAC 021 or equivalent, or placement into LAC 022 or higher.

CHE 210 5 credits Organic Chemistry I

Organic chemistry, the chemistry of the compounds of carbon, is a comprehensive one-year course suitable for science majors. The first semester course includes structural and functional aspects of saturated and unsaturated hydrocarbons with various heteroatom functionalities. Discussion focuses on the mechanistic basis for organic compound reactivity. First semester laboratories concentrate on the basic techniques and procedures used in microscale and macroscale organic syntheses. In addition, modern analytical techniques (nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry) used in the identification of organic compounds will be discussed. Prerequisite: Grade of C- or better in CHE 111 or equivalent.

CHE 211 5 credits Organic Chemistry II

A continuation of CHE 210 with a focus on complex chemical reactions and syntheses utilizing fundamental principles. The study of mechanistic functional group chemistry will be a primary focus. Second semester laboratory extends learned macro- and micro-scale techniques to more complex systems and explores chemistry discussed in the lecture portion of the course. Prerequisite: Grade of C- or better in CHE 210.

CHE 300 variable credits Topics in Chemistry

This course, designed in collaboration with a faculty member, allows students to explore in detail selected chemistry or biochemistry topics that are not ordinarily covered in other courses in the curriculum. Prerequisite: Permission of instructor.

CHE 307 5 credits Quantitative Analysis

An introduction to the theory and practice of analytical chemistry, utilizing both classical and instrumental methods. Accuracy, precision, the understanding of theoretical concepts, especially ionic equilibria, and proper performance of lab techniques are stressed. The course is suitable for students

interested in the chemical, marine, and environmental sciences, as well those interested in experimental biology or clinical aspects of chemical analysis. A weekly laboratory is included. Prerequisite: grade of C- or better in CHE 111; MAT 180 or placement into MAT 190 or permission of instructor.

CHE 309 **4 credits**
Introduction to Instrumental Analysis

An introduction to the theory, operation, and analytical applications of chemical instrumentation. Topics covered include basic analog and digital electronics, spectroscopy, electroanalytical chemistry, and chromatographic methods. Three hours of lecture and one laboratory per week. Prerequisite: Grade of C- or better in CHE 307.

CHE 310 **5 credits**
Introductory Biochemistry

The structural, functional, and informational aspects of biologically important molecules, such as amino acids, proteins, enzymes, lipids, and carbohydrates are studied. The course is complemented with a four hour laboratory each week. Prerequisite: Grade of C- or better in CHE 210. Cannot be taken for credit after CHE 350.

CHE 327 **3 credits**
Applied Physical Chemistry

An introduction to the essentials of physical chemistry and its applications. Includes the following topics: thermodynamics, chemical kinetics, electrochemistry, properties of state, phase equilibria, solutions, atomic structure, bonding, and molecular spectroscopy. Prerequisites: CHE 210; CHE 307; MAT 190; PHY 201 (may be taken concurrently).

CHE 350 **5 credits**
Biochemistry I: Proteins

This course explores the structure, dynamics, and function of proteins. Specific topics include: catalytic and regulatory strategies, antibodies, protein folding and design, molecular motors, and recent advances in biotechnology. The physical and chemical methods of biopolymer research are emphasized. Includes weekly laboratory. Prerequisite: Grade of C- or better in CHE 211.

CHE 351 **3 credits**
Biochemistry II: Metabolism and Bioenergetics

This course surveys the generation, regulation, and storage of metabolic energy in carbohydrates, lipids and amino acids. The biosynthesis of building blocks is also explored. Specific topics include: carbohydrates, lipids and membranes, glycolysis, citric acid cycle, oxidative phosphorylation, pentose phosphate pathway, gluconeogenesis, and photosynthesis. Prerequisite: Grade of C- or better in CHE 350.

CHE 380 **3 credits**
Inorganic Chemistry

An introduction to the principles of inorganic structure and bonding, including molecular symmetry, atomic structure, and molecular and ionic bonding. Topics include the chemistry of the transition metals, with emphasis on the stereochemistry, reaction mechanisms, and chemical reactivity of coordination complexes and organometallics. Prerequisites: CHE 211; MAT 190; CHE 327 or permission of instructor.

CHE 401 **1 credit**
Chemistry Seminar

A weekly seminar series in chemistry and biochemistry featuring presentations by UNE faculty and students and invited guest speakers on original research or topics from the current literature. Enrolled students will present at least one talk during the semester. Prerequisite: Third year standing.

CHE 405 **3 credits**
Medicinal Chemistry

This course will explore the chemistry behind the activity of drugs. Among the classes of drugs to be discussed will be antibacterials, anticancer agents, and analgesics. Discussion will include the site of drug action and drug metabolism, two topics that have a prominent role in drug research and development. Special emphasis will be placed on the relationship between the chemical structure of a drug and the biochemical effect of the drug in vivo. Prerequisite: CHE 211 or permission of instructor.

CHE 410 **1-4 credits**
Research I

Directed research in Chemistry or Biochemistry carried out in collaboration with a faculty mentor. Prerequisite: Third-or-Fourth-year standing and permission of instructor.

CHE 411 **1-4 credits**
Research II

A continuation of CHE 410. Prerequisite: CHE 410 and permission of instructor.

Citizenship

CIT 100 **1 credit**
Citizenship Seminar for First-year students

This course is designed to give first-year students an introduction to the Citizenship theme. It is open to all first-year students in all majors. The course will include service-learning opportunities on campus and in the surrounding community, as well as readings and discussions on the nature of

citizenship. The course will also be an opportunity for first-year students to discuss the changing nature of citizenship in light of current events. The course is one credit, pass/fail. Held on University Campus

CIT 400 **1 credit**
Citizenship Seminar

Citizenship, the final theme of the Core Curriculum, will provide the students with an opportunity to evaluate and integrate their experiences within the Core Curriculum and their major. Student participation as volunteers will serve as the focus for their reflections. This will allow the students to synthesize knowledge and experience gained during their college years and reflect on their responsibility towards the larger community and the future. Required for fourth-year students.

Core Curriculum for Organizational Leadership Program

CC 304 **3 credits**
Contemporary World Civilizations

(Westbrook College Campus only)

This course is a survey of contemporary world civilizations. Particular emphasis is given to the following topics, including the impact of imperialism, industrialization, the global economy, totalitarianism, revolutionary ideologies, and the effects of globalization throughout the world.

CC 306 **3 credits**
Self, Culture, and Society

(Westbrook College Campus only)

This course is an interdisciplinary social science course which will analyze the category of self by contextualizing it historically, theoretically and geographically. Basic Western assumptions about the self are explored and then compared and contrasted with selected non-Western cases.

CC 307 **3 credits**
Science, Technology, and Society

(Westbrook College Campus only)

This course involves the study of how science and technology both reflect and influence social values, policies and institutions, such as the development of capitalism. Science and technology are viewed as social, political and economic processes which are not value-neutral. Emphasis is placed on understanding the ethical and social implications of technology and scientific research.

Dental Hygiene

Please note: courses with clinic, lab or a community site component are assessed a fee.

DEN 101 **3 credits**
Dental Anatomy, Oral Histology and Embryology

Part I is designed for the student to learn morphological characteristics of crown and root structure for primary and permanent dentitions. Dental terminology will be introduced. Laboratory time will enhance the student's ability to integrate basic dental anatomy with the clinical practice of dental hygiene. Emphasis is placed on morphology, tooth eruption, occlusion, and hard and soft tissue function. Part II is a study of the embryonic development of the face and structure of the oral cavity. Specific emphasis will be placed on histology of the teeth and their supporting structures. Laboratory sessions include microscopic anatomy.

DEN 102 **3 credits**
Head and Neck Anatomy

A detailed study of the head and neck osseous structures, musculature, blood supply, innervation and lymphatics of the head and neck with special emphasis on clinically relevant structures. Laboratory includes identification of cranial structures. Prerequisites: DEN 101 and BIO 208 with grades of C- or better.

DEN 210 **3 credits**
Nutrition

This course provides a study of the science of nutrition and dietetics. Emphasis is placed on the principles of basic nutrition, and patient counseling for dental and general health. The knowledge and skills acquired will be applied clinically to serve as a contributing factor in the improvement of the patient's total well-being. Prerequisites: BIO 209, CHE 130 with grades of C- or better.

DEN 211 **4 credits**
Clinical Dental Hygiene I

Through the combination of didactic, laboratory and clinical experience, the student learns to assess and evaluate the oral health needs of individual patients, and utilizes the gathered data in planning treatment. Each of the periodontal instruments fundamental to the practice of clinical dental hygiene is introduced. The intent of the course is to acquaint the student with concepts and skills necessary for the delivery of quality oral health care. Prerequisites: DEN 101 and 102, BIO 209 with grades of C- or better.

DEN 212 **4 credits**

Clinical Dental Hygiene II

Through the combination of didactic and clinical experience, the student will strengthen the skills necessary for the implementation of preventive dental hygiene education and treatment. Concentration is on further development and expansion of clinical procedures as they relate to individualized patient care and management, specifically, motivational techniques and management of the medically compromised patient for the prevention of medical emergencies in the dental setting. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Students must pass both the clinical and theoretical components of the course in order to continue in the program. Prerequisites: DEN 101, 211, 213, and BIO 226 with grades of C- or better.

DEN 213 **3 credits**

Radiology

The basic principles of x-ray generation, image formation, and the biological effects of radiation are studied as well as processing, mounting, and interpretation of radiographs. Students learn the techniques of intraoral and selected extraoral exposures to achieve clinical competence. Technique and interpretation as applied to clinical practice and patient education are discussed. Prerequisites: DEN 101, 102, and BIO 209 with grades of C- or better.

DEN 217 **3 credits**

Preservation of Tooth Structure

This course addresses the role of the professional in the prevention and treatment of dental diseases, with an emphasis on dental cariology. Topics include caries development, recognition of caries, types of caries, and the prevention and predictability of caries development. Tooth structure sensitivity and alternatives in pulpal vitality will also be discussed. Materials commonly used in dentistry to restore altered tooth structure will be studied and the laboratory component will include demonstrations, manipulations of basic materials and clinical application sessions utilizing materials used in dental hygiene procedures. Prerequisite: DEN 211, CHE 130 with a grade of C- or better.

DEN 221 **3 credits**

Concepts of Community Health

Students are introduced to the role of community health agencies and practitioners in promoting health and preventing disease. The role of the dental hygienist as a community health educator is stressed. In addition, the student becomes familiar with proven teaching methodologies and available resources. Organization and administration of dental public

health programs at the international, federal, state and local levels are examined. Emphasis is placed on the concepts of community based health care and specific principles of preventive dental health. Students will participate in a community health practicum which is designed to provide the student with an opportunity to apply knowledge and skills acquired in the classroom to various educational and health care settings within the community. Prerequisites: Second-year student status.

DEN 301, 302 **5 credits, 5 credits (10 total)**

Advanced Clinical Dental Hygiene I & II

A two semester course designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hygiene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course in order to continue in the program. Prerequisites: first semester - DEN 212; second semester - DEN 210, 301, 308, and 330 with grades of C- or better. The semester components of this course must be taken in sequence in one academic year.

DEN 305 **3 credits**

General and Oral Pathology

An introduction to the general study of the causes and nature of disease including functional and anatomical changes in the human body. Emphasis is placed on periodontal involvements, pathological conditions, deviations from the normal affecting teeth and the supporting structures of the oral cavity. Prerequisites: DEN 101, DEN 102, BIO 209 and BIO 226, with grades of C- or better.

DEN 308 **3 credits**

Dental Pharmacology

Concepts in pharmacology are discussed, including major drug categories with indications for use, drug interactions, major and adverse reactions, therapeutic and legal implications for individuals of various ages. Emphasis is on pharmacological agents found in the dental hygiene and dental setting. Prerequisites: DEN 212, CHE 130, BIO 209, with grades of C- or better.

DEN 330 **3 credits**
Periodontology

A study of etiology and pathogenesis of periodontal disease, both from a histological and clinical perspective. Emphasis will be placed on the clinical assessment and recognition, of the pathological periodontal changes and the response of the diseased tissues to therapy. Prerequisites: DEN 212, BIO 209, BIO 226, with grades of C- or better.

DEN 340 **3 credits**
Clinical Periodontology for Dental Hygienists

This course will address the clinical aspects of periodontology as they pertain to dental hygiene treatment modalities. The student will gain experience in the identification of more severe periodontal conditions with an emphasis on understanding complex etiologies and contributing disease factors. Evaluation of dental hygiene therapies and recommendations for further professional treatment will be an essential part of the clinical component. The application of appropriate technologies and research based clinical protocols will be addressed. Prerequisites: DEN 301, 330, BIO 226, with grades of C- or better.

DEN 350 **Variable Credit (1-3)**
Dental Hygiene Special Study

This course will address areas pertinent to the student's interest under the guidance of the dental hygiene faculty. Students must secure the approval of the Dental Hygiene Program Director and faculty sponsor on a detailed written proposal. This course may be used for advanced students, special projects or clinical experiences. The dental hygiene special study will be approved only in cases where an exceptional benefit to the student may occur. Prerequisites: satisfactory standing at the junior or senior level.

DEN 436-437 **3 credits each**
Seminar: Current Concepts in Dental Hygiene I & II

Advanced clinical and theoretical topics in dental hygiene, patient services and the changing dental hygiene profession will be explored through readings, research, discussion, and clinical practice. Students may contribute to the selection of course topics to be examined in depth. Prerequisites: DEN 302, at least a 2.5 GPA and junior or senior level standing. DEN 436 is a prerequisites for DEN 437.

DEN 440 **3 credits**
Pain Control and Local Anesthesia in Dental Hygiene

The focus of this course is on local anesthesia as the primary means of pain management for dental hygiene. Its appropriate use requires that the clinical administrator possess a thorough understanding of neuroanatomy and physiology, pain

and pain suppression, pharmacology of local anesthetics, and potential complications and their management. Through classroom lecture and laboratory/clinical practice the student will acquire the knowledge and skill necessary to safely and effectively administer local anesthetic agents and other pain control modalities. Prerequisites: DEN 301, 308, 330 and permission of the instructor.

DEN 460 **3 credits**
Community Oral Health Care and Management

This course explores the problems and solutions in the delivery of oral health services to individuals and groups in community based settings. Issues to be discussed include regulatory practices, oral health status as it pertains to overall health and well-being and factors that contribute to health and disease in groups of people. In community based settings, such as group homes, geriatric facilities, homeless shelters, homes for women and children in distress, adolescent rehabilitation facilities, hospices and others, students will gain experience in providing direct oral care services; in developing educational programs specifically for the identified group and in participating in health promotion and disease prevention activities as members of interdisciplinary health teams. Prerequisites: DEN 221, 301, and 302.

DEN 470, 480 **3-6 credits**
Internship in Dental Hygiene

Internships are individually designed to meet each baccalaureate candidate's specific professional and educational goals and enhance academic preparation with a learning experience outside the classroom. Internships provide an opportunity to integrate advanced dental hygiene skills and knowledge with a chosen area of focus, such as management, health care, psychology or scientific research. Prerequisites: Minimum cumulative grade point average of 2.5, senior standing, and permission of instructor.

DEN 490 **3 credits**
Directed Senior Clinical Dental Hygiene

This course is the culmination of the student's clinical experience. Students provide care for patients in the clinical setting in consultation with the faculty. The student is expected to develop, implement and evaluate appropriate treatment plans based on a comprehensive assessment of the patients' condition. Clinical recommendations and actions are based on the integrated application of dental hygiene theory. Students and faculty function as colleagues, serving the patients' oral health care needs together. Students discuss and research pertinent aspects of patient care with faculty to develop proficiency in clinical treatment and decision making that is beyond the basic established level of competence. Prerequisite: DEN 436.

Economics

ECO 100 **3 credits** **International Economics**

This course is taught as an introductory, non-quantitative course in macroeconomics. A variety of issues relating to globalization are explored, including theories of international trade, global organizations influencing trade, tariffs and other controls, balance of payments, and foreign exchange.

ECO 203 **3 credits** **Macroeconomics**

This course provides an overview of the entire U.S. economy. Topics include: the scarcity of resources, the development of American capitalism, income and employment theory, governmental fiscal and monetary policies, economic stability, Gross Domestic Product, economic growth and international trade.

ECO 204 **3 credits** **Microeconomics**

This course focuses on economic theory as it relates to the operation of individual organizations. Topics include: supply and demand, price determination, production costs, competitive structures, resource markets, and issues related to international trade.

ECO 370 **3 credits** **Money, Credit and Banking**

This course traces the history of money and banking in the world economy. Particular attention is paid to the development of commercial and central banking in the United States and to the fundamentals of monetary and fiscal policy with emphasis on the functions of the Federal Reserve Bank. Prerequisites: ECO 203

Education

Notes:

1. Courses in the 500 range are available for graduate-level study for students who already hold a baccalaureate degree. Permission required.

Expectations for Graduate Study

Some Education courses may be taken for either undergraduate or graduate credit, depending upon the student's program of studies. Although both undergraduate and graduate students will complete the same assignments, faculty expect that students who register for graduate credit will demonstrate understanding and/

or knowledge of course material in greater depth. This does not necessarily mean more assignments. Rather, graduate students will demonstrate their understanding through more sophisticated writing, projects, and class participation.

2. Courses in which an asterisk (*) follows the course title indicates a field experience requirement is a part of the course. See the "Experiential Learning and Observation Requirement" information in the Education Department section of this catalog.
3. In instances when there are insufficient course enrollments, students may request to take the course as a directed study. Directed study courses are charged at a higher tuition rate than regularly scheduled courses and require approval of the Chair of the Department of Education.
4. All courses are three (3) credits unless otherwise noted.

EDU 105 **2 credits** **Introduction to Schools**

(University Campus)

This is a professional course required of all first-year students pursuing the bachelor's degree in elementary education and all undergraduate students pursuing teacher certification in elementary or secondary education. The role of the professional educator will be a focus, and the student will evaluate personal skills and attitudes in light of the expectations for the profession. Regular visits to local schools are a part of this experience. Students will spend the equivalent of three hours per week in a school setting in addition to the scheduled class time on campus.

EDU 133,533 **3 credits** **American Education**

This course is designed as a means of providing the prospective teacher with an understanding of the structure and operation of the unique systems of education found in the United States. Five major topics are considered: the relationship of the school to society; the control, organization, and support of American education; historical foundations of education; philosophical bases of education; and the structuring of educational programs. Particular reference is given to the teacher as an educational leader. Requires enrollment in undergraduate degree program in elementary education, enrollment in secondary education certification program, or the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 150 **3 credits** **Teaching Keyboarding**

This course is designed for individuals who will serve as instructors in courses in business education and/or technology. The focus will be upon developing proficiency in the use of typewriter and computer keyboards in order that students can

type with both speed (minimum of 50 wpm) and accuracy. Additionally, students will learn to teach the conventions and layout for correspondence (both business and personal), formal papers and manuscripts (including footnotes and references), and presentations. Individuals with documented keyboarding experience may take a proficiency exam. Contact the chair, Department of Education, for information.

EDU 200, 500 **3 credits**
Designs for Effective Learning

A competency-based course required of all students in the undergraduate programs in elementary and secondary education and in the elementary and secondary Teacher Certification Programs (TCP). This course is designed to develop effectiveness in instruction, organization, and human relations. Based on a teacher decision-making model, students learn skills and techniques for effective planning, instruction, integrated learning and classroom management. Additionally, prospective teachers examine the essentials of curriculum, evaluation, and the Maine Learning Results. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 209,509 **3 credits**
Creative Arts in Learning*

This course is based on the premise that the arts are an important part of being human. Students will explore their own creativity in a variety of areas such as movement and dance, painting, construction, sculpture, poetry and drama. Emphasis will be placed on the value of one's creative spirit and uncovering gifts which will sustain one through life. Students will also learn how to foster creativity in others and examine how creative endeavors can be integrated into everyday life.

EDU 210, 310, 410 **3 credits**
Topics in Education

This elective course is offered in different semesters as a means of helping teachers or prospective teachers acquire information and skills in a variety of current topics in education. Some previous topics have included: Critical Problems in Teaching, Issues in Education, Authentic Assessment, Portfolio Development, Cooperative Learning, Multi-age Classrooms, Integration of Curriculum, Learning Styles, the Maine Learning Results, Technological Applications for Teachers.

EDU 217, 517 **3 credits**
Teaching Reading*

This course is designed to provide the prospective teacher with knowledge of the methods and materials for helping elementary school children acquire literacy. A variety of approaches to developing literacy in a classroom environment will be explored. Special problems of diagnosis, assessment, reading in the content areas, phonemic awareness, and the management of a literacy program will be investigated. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 220, 510 **3 credits**
Exceptionality in the Classroom

This course provides contextual knowledge of issues and practices related to special education services. The student will become acquainted with cognitive, sensory, and physically disabling conditions in preschool and school-aged students. Current technology to promote learning and normalization among all students will be discussed. The student will also develop an awareness of the roles of special educators and regular educators, parents, therapists, and other personnel working as a team for the appropriate education of exceptional students. The historical and contemporary legal, procedural, and ethical issues within the special education system will be examined as a means of helping the student to develop informed attitudes toward exceptional individuals and their roles in society. In addition, this course will examine family issues, communicative processes, school-agency relationships, United States and Maine civil rights and special education laws, regulations and policies. Required of all students in undergraduate programs in elementary and secondary education and all students in the Teacher Certification Program (TCP) in elementary education and secondary education.

EDU 303 **3 credits**
Reading and Writing in the Content Areas

This course is designed for the students who are pursuing teacher certification to work with children in grades 7-12. Participants will develop strategies for assisting students with vocabulary development, the conventions of writing, and approaches to reading for information in the various content areas. Additionally, participants will learn to assess the readability of textbooks and other teaching materials as a means of enhancing student success. Topics include note-taking, efficient reading and writing strategies for diverse discourse communities, and other learning and study skills.

EDU 320, 520 **3 credits**
Language Arts*

Children develop language naturally in a language-rich and print-rich environment. This course is based on the belief that the language arts (reading, writing, speaking and listening) provide the foundation for all learning in schools. Students will learn to teach and facilitate the writing process in the classroom, as well as to integrate children's literature in the elementary curriculum. Required of all students enrolled in the undergraduate degree program in elementary education, and is an option for students in the elementary Teacher Certification Program (TCP); others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 321, 521 **3 credits**
Children's Literature*

This course is designed to provide the teacher or prospective teacher with methods for using literature in all aspects of teaching and learning in the elementary classroom. Students will be expected to read children's books in depth and from a variety of literary genres. Requires enrollment in undergraduate degree program in elementary education, the elementary Teacher Certification Program (TCP); others with permission of Chair of the Department of Education.

EDU 322, 522 **3 credits**
Writing Process and Language Arts*

Based on the premise that a teacher of writing is one who writes, this course will be conducted as a Writing Workshop, emphasizing writing as a thinking tool. The "writing process" philosophy - from rehearsal through the editing stages - will be modeled through the students' own writing. Principles and guidelines for motivating writing assignments across the curriculum will be explored with the emphasis on the reading/writing connection. This course requires enrollment in either the undergraduate program in elementary education, the secondary certification program, the Teacher Certification Program (TCP) or permission of the Department Chair. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 330 **3 credits**
Educational Psychology and Developmentally Appropriate Practices

The emphasis in this course is given to theory and research in human learning, motivation, information processing, and cognition as they operate in both school and non-school settings. The course begins with an overview of the content and methods of educational psychology, and includes an in-depth study of student and/or learner characteristics and how these characteristics contribute to learning and education.

Human development and how it influences learning informs the aspiring teacher with respect to strategies and practices for learning environments. Human interactive and institutional factors related to learning and motivation are addressed. Required of all students in the undergraduate program in elementary education.

EDU 345, 545 **3 credits**
Technology in the Classroom*

This course is an introductory level class requiring no previous knowledge of computers or software. Students will acquire knowledge of and experience with various technologies including projectors, video cameras, computers, video-discs, and scanners. Participants will be required to apply and technology to enhance teaching and learning. Many of the course assignments will be project based. Students will learn to use the Internet to enhance instruction, and will also learn to develop web pages. Required of all students seeking certification as elementary or secondary teachers; others with permission of the Chair of the Department of Education.

EDU 361, 561 **3 credits**
Teaching Social Studies in Elementary School*

This course will provide students with a general understanding of social studies methods and curriculum materials. Class work and field-based experiences in a school setting will allow students to examine the processes of planning effective sequences of instruction and alternative instructional techniques from which teachers can choose to enhance students learning. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 367, 567 **3 credits**
Teaching Science in Elementary School*

This course is designed to provide students with a practical approach to the teaching of science. Students will acquire a working knowledge of methods and materials appropriate to both concept-based and inquiry-based science programs. In addition to class work, students will be required to spend time in classrooms as a means of observing and working with children. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 373, 573 **3 credits**
Teaching Elementary School Mathematics*

This course will focus on developing techniques for teaching mathematics to students in the elementary grades. It will be conducted in a setting of activity-oriented, "hands-on"

learning, and will emphasize planning, teaching, and exploring ways to enrich the curriculum. Required of all students seeking certification as elementary teachers; others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 380 **3 credits**
Managing Diverse Learning Styles

The primary focus of this course will be on intervention strategies and techniques for managing and modifying curriculum for diverse learners. The course will provide regular classroom teachers with the tools they need to deal with a continuum of student learning problems encountered in their classroom, ranging from differences in learning styles to severe learning disabilities. Theoretical models related to learning and teaching styles, as well as assessment and measurement procedures appropriate for classroom use will be covered. A relevant practicum component will be included. Prerequisite: EDU 220 - Exceptionality in the Classroom.

EDU 425, 525 **3 credits**
Whole Language: Finding Balance in Literacy

Based on the current research in language acquisition, this course will take a Whole Language, full-immersion approach to reading across the curriculum. The paradigm shift in our schools from teaching to learning, from control to cooperation, from imposed curriculum goals to process learning, from testing to assessment, from skills to strategies will be examined and contrasted with the skills-driven approach predominately used in American classrooms. The "writing process" philosophy - from rehearsal through the editing stages - will be modeled through the student's own writings. Prerequisite: EDU 217-Teaching Reading or permission of the Chair, Department of Education.

EDU 430, 530 **3 credits**
Educational Assessment and Evaluation

As teachers, our assessment and evaluation of student learning must be continuous, broad-based, and authentic. Students will be engaged in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. Teacher-made tests, norm-referenced and criterion-referenced standardized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide participants with a basis for the development of skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluational purposes. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 435, 535 **3 credits**
Foreign Language Methods*

This course will include an introduction to content, method and materials of language instruction at the elementary and/or secondary school level. Students will also be required to prepare and teach a minimum of five lessons that address 1) listening skills, 2) speaking skills, 3) writing skills, and 4) cultural understanding. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 436, 536 **3 credits**
**Methods of Teaching Secondary English/
Language Arts***

Students will examine current research about the teaching of English. Methods of teaching writing, including essays and journals will be discussed, as will methods of teaching literature, poetry, short stories and novels. Students will have an opportunity to share resources by designing and submitting a unit of instruction to the class. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 437, 537 **3 credits**
Methods of Teaching Secondary Science*

The course will provide a review of approaches to science education using model programs from across the United States and including proposed programs from the National Science foundation. It also will have hands on experiences involving problem-solving methodologies for science labs. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 438, 538 **3 credits**
Methods of Teaching Secondary Social Studies*

The learning experience in this course provides students with a working knowledge of methods and materials appropriate to concept based social studies programs. Participants will create social studies materials as a final project. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 439, 539 **3 credits**
Methods of Teaching Secondary Mathematics*

This course is designed to introduce the student to current methods and practices of teaching mathematics within the secondary school curriculum. Using research articles and newly developed texts students examine and practice some of the current methods of teaching mathematics to secondary students. Topics include: new technology, writing within the mathematics curriculum to learn mathematics, mathematics as problem solving, math anxieties, math labs, mathematics as critical thinking training, collaborative learning, and integration of mathematics over the four years. Students develop models of different kinds of lessons to be used to teach various skills and concepts and apply them in practice sharing with others as they develop their own teaching styles and skills. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 441, 541 **3 credits**
Methods of Art Education

This course will prepare participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Students will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Requires enrollment in undergraduate degree program in elementary or secondary education, the Art Education program, or the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 450 **3 credits**
The Education Specialist: Strategies for Teaching, Learning, and Consultation

A competency-based course aimed at developing effectiveness in instruction, organization, and human relations. Skills and techniques are presented to students who will ultimately have the opportunity practice these techniques in both clinical/field-based situations and schools. The content of this course is designed to develop competencies in the following areas: human relations, observation/diagnosis, planning, classroom/group management, instruction, integration, and evaluation. This course is designed for those who wish to learn specific teaching strategies, as well as planning and presentation strategies. Participants will become familiar with the culture of schools and the relationship of the specialist (physical therapist, occupational therapist, speech and language therapist, etc.) as a member of a school special services team.

EDU 480, 580 **2 credits**
Working with Families and Communities*

This course will identify and study family structures and help students understand the importance of communication and involving families in the educational process. Students will explore strategies for parent contact, conferencing, volunteering in the classroom and involvement in curriculum reform in schools.

EDU 487 **2-9 credits**
Practicum

Students will be placed in a school setting for one semester and attend regular seminars. The duties and activities for each student will vary, depending upon the assignment, the amount of time the student is in the classroom, and the needs of the classroom(s) in which the student is placed. Students will participate in a variety of activities including (but not limited to): observation, classroom management, instruction, instructional support, clerical support, housekeeping support, supervision and participation. In addition to scheduled class meetings, students will be required to spend a minimum of 3.5 hours in an in-school practicum if taking the course for two credits. Students wishing to register for three credits will be required to spend a minimum of 5 hours in a practicum setting. For each additional credit (to a maximum of nine) students must devote 1.75 clock hours to the practicum assignment.

EDU 490, 591 **15 credits**
Elementary Education Internship and Seminar

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires admission to the undergraduate Elementary Education program or the Teacher Certification Program (TCP) and specific departmental approval in order to register. All course requirements must be completed prior to enrollment.

EDU 492, 592 **15 credits**
Secondary Education Internship and Seminar

The purpose of this course is to involve the student in a semester of teaching, observing, and participating in classroom-related experiences in the public schools. The experience will be supervised by one or more cooperating teachers and coordinated by a college supervisor. The student will encounter as many actual teaching experiences as possible in a semester. In the weekly seminar, opportunities for reflection and discussion will occur. This course requires enrollment as a secondary education student or matriculation in

the Teacher Certification Program and specific departmental approval in order to register. All content major and professional education course requirements must be completed prior to enrollment.

Graduate Courses in Education**

Including Campus-Based and Video Courses

Note: Students wishing to enroll in courses in school administration should consult the graduate section of this catalog which lists courses in Certificate of Advanced Graduate Study in Educational Leadership (CAGS).

**In addition to the courses listed above (some of which also carry a graduate course designation beginning with 500), the following courses are offered to students who are pursuing graduate study.

EDU 503 **3 credits** **Supporting the Struggling Reader**

Supporting the Struggling Reader presents the key issues involved in planning and providing the instruction and extra support that many students need in order to achieve increasingly higher literacy standards. Risk factors associated with reading difficulties are presented as well as the components of initial classroom assessments and support resources available to offer additional assistance. This course emphasizes the importance of finding opportunities throughout the day to provide literacy experiences that will promote struggling reader's literacy growth. Research-based strategies in the areas of word study, comprehension, fluency, and writing, as well as preparing for high-stakes assessments are presented. The course also provides demonstrations of one-on-one and small-group instruction with struggling readers, and explores the role of motivation in improving reading.

EDU 504 **3 credits** **Assertive Discipline and Beyond** **Video Course**

A proven classroom management program to help you master your own personal approach to teaching students responsible behavior and building student self esteem. Receive more satisfaction and experience, less frustration by minimizing disruptive behavior and maximizing instructional time. Learn to create and maintain the classroom environment you've always wanted - one that enables you to handle student behavior in every situation. All texts, workbooks and loan copies of videos are included in the course fee.

EDU 505 **3 credits** **How to Get Parents on Your Side** **Video Course**

Designed to help you get the support you deserve from your students' parents for all your behavior, academic and homework efforts. This course will help you develop effective techniques to reach and communicate with all parents, even the most difficult ones.

EDU 506 **3 credits** **Succeeding with the Difficult Student** **Video Course**

No matter what classroom management system you use, there are students who are unable to function within any regular classroom management plan. This course gives teachers practical, proven strategies to use immediately to get positive results. It gives you proactive intervention strategies to increase student success, self esteem and the ability to resolve conflicts.

EDU 507 **3 credits** **The High-Performing Teacher** **Video Course**

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to improve their professional self-esteem and the self-esteem of their students. Learning activities will direct course participants toward understanding current research and theoretical models and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 513 **3 credits** **Strategies for Preventing Conflict And Violence** **Video Course**

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to reduce the threat of violence and increase the safety for themselves and their students. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 514 **3 credits** **Teaching Students To Get Along** **Video Course**

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their

students, to increase positive pro-social behavior and reduce the possibility of violence in the classroom. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 516 **3 credits**
Building Your Repertoire of Teaching Strategies
Video Course

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 523 **3 credits**
Motivating Today's Learner
Video Course

This course is designed to assist teachers in learning the theoretical foundations and quality strategies which motivate students and provide active learning opportunities equitably. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 524 **3 credits**
Including Students with
Special Needs in the Regular Classroom
Video Course

This course is designed to specifically address the diverse learning and behavioral needs of exceptional students in the regular classroom. The focus is on students who have been formally identified as having disabilities, as well as those students without disabilities who demonstrate the need for special accommodations in the classroom. Learning activities will direct course participants toward understanding current research and theoretical foundations and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 526 **3 credits**
Math: Teaching for Understanding (K-6)

Math: Teaching for Understanding is a three-semester (five-quarter) hour graduate course. The course is designed to assist teachers in learning the theoretical foundations, skills and strategies to successfully teach today's students mathematics with understanding. Learning activities will direct course participants toward understanding current research and applying the concepts to their classroom practice. In study team, discussion and group activities, participants will clarify course concepts and consider how they are appropriate for their own teaching situation.

EDU 527 **3 credits**
Learning Differences: Effective Teaching with
Learning Styles and Multiple Intelligences
Video course

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which are designed to address the diverse learning needs of students. Particular emphasis is placed on Learning Styles theories, cultural diversity and the work of Howard Gardner. Learning activities will direct course participants towards understanding current research and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 528 **3 credits**
Technology and Learning in Today's Classroom

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies that address the role of technology in curriculum and instruction to enhance student learning. Participants will learn how to infuse information and communication technologies into student research, collaborations, problem solving, authentic project work and assessment across the curriculum.

EDU 529 **3 credits**
Managing Behavior in the Diverse Classroom
Video Course

To successfully manage today's classrooms requires more than one approach. Discover ways to customize your approach and reduce the time spent on discipline.

EDU 531 **3 credits**
Assessment to Improve Student Learning
Video Course

Learn how to use assessment not only to measure but to elevate student learning. Improve your choices about what, when and how to assess, so you and your students can meet today's high standards.

EDU 532 **3 credits**
Helping Students Become Self-Directed Learners
Video Course

This course is designed to assist teachers in learning the theoretical foundations, skills and strategies to prepare today's students for living productively in a global society. Learning activities will direct course participants towards understanding current research and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 534 **3 credits**
Teaching Reading in the Elementary Grades

Teach your students the reading and thinking strategies they need to become truly fluent readers. This course will give you the research-based strategies and intervention tools you need to help your students thrive as independent readers and find new joy and meaning in the reading process.

EDU 542 **3 credits**
Using the Internet to Enhance Teaching & Learning

Learn to navigate the Internet for personal use and professional development. This course offers focused assignments designed to help you master new proficiencies. Learn to access resources and activities to complement your curriculum. Watch student collaboration and communication thrive in your classroom.

EDU 546 **3 credits**
Improving Reading in the Content Areas
(Grades 6-12)

Help students meet your subject area standards. Lab manuals, history books, word problems, the classics—Do all of your students have the literacy skills needed to fully comprehend their text? Learn dozens of strategies to boost students' mastery of content and nurture greater literacy and improve their learning in the subject you teach. 3 credits

EDU 571 **2-3 credits**
Strategies for Assisting
All Children in the Language Arts

This course deals with integrating learning, transfer, and child developmental theories into a practical classroom model. Identifying the persistent characteristics of the child in academic and/or behavioral difficulty will be explored along with strategies which have been successful in meeting these problems. Research for success in writing, reading, and math will be explored and, again, demonstrations on how to resolve problems and learn strategies which have been proven to work will be a main focus. The premise that all who are able to articulate the language appropriately are able to learn to read will be emphasized.

English

ENG 110 **4 credits**
English Composition

This course is for those who have demonstrated an adequate degree of competence in the Placement Test or to those who have satisfied the requirements of LAC 010. It introduces students to writing as a conscious and developmental activity, in which students are encouraged to think, read, and write across a variety of genres, while maintaining and refining their own voices. Collaborative work, peer criticism, and multiple drafts may be incorporated in any given class, as students are urged to take more responsibility for their writing. The final aim of this course is to refine students' skills further, help bring forth their voices, and instill in them the readiness to use writing in other classes.

ENG 115 **3 credits**
British Literature I

Exploratory survey of English literature from the Anglo-Saxon period through the Romantics, this course follows the central tradition from Bede and Beowulf through Malory, Spencer, Shakespeare, Donne, Milton, Pope, Swift, up to Blake, Burns, and Byron.

ENG 116 **3 credits**
British Literature II

Exploratory survey of representative English writers from the Romantic and Early Victorian periods up to modern times, this course will review chronologically such writers as Keats, Shelley, the Brownings, the Gothic novelists, Victorian authors such as Hopkins, Hardy, Yeats, Woolf, Joyce, and late 20th century dramatists, such as Pinter and Stoppard.

ENG 200 **3 credits**
American Literature I

Exploratory survey of American literature from Colonial times to the mid-19th century. Coverage through the eighteenth century is broad. After that it is narrower and deeper with particular focus on Hawthorne, Poe, Emerson, Thoreau, Melville, and Whitman.

ENG 201 **3 credits**
American Literature II

Exploratory survey of major American authors from the mid-19th century to contemporary times with particular attention paid to Dickinson, Twain, Chopin, James, Frost, Hemingway, Faulkner, Ellison, and Morrison, as well as other representative contemporary writers.

ENG 205 **3 credits**
The English Novel

While the exact readings may change, this course will reflect the seminal tradition of the British novel from its origins in the early 18th century up to the present. Emphasis will usually be on central authors such as Fielding, Sterne, Austen, Scott, Dickens, Hardy, Conrad, Woolf, Greene, and Ballard.

ENG 206 **3 credits**
Introduction to Literary Theory and Criticism

This course introduces students to the traditions of critical interpretation with particular attention devoted to more recent developments in the field of literary interpretation. The course examines the extent to which the meaning of texts is determined by structuralist, post-structuralist, feminist, New Historicist, Marxist and other theoretical approaches.

ENG 207 **3 credits**
Introduction to Cultural Studies

In the last two decades, under the growing influence of Cultural Studies, the notion of literature has been expanded to include all forms of public expression as equally valid “texts” to be studied within and against their dominant social context. Thus, a novel by Pynchon, a play by Shakespeare, a television show, an urban landscape, a horror film, or a Marlboro ad emerge—through semiotic and political readings, for instance— as statements about the social and the place of the individual in it. Having developed out of a form of literary studies called Leavisism (named after the literary critic F.R. Leavis) in Great Britain in the 1950s, Cultural Studies has been globalized in the 1970s and broadened to make use of a variety of traditional disciplines. In this course, we will survey a variety of methods in approaching texts.

ENG 210 **3 credits**
Adolescent and Young Adult Literature

This is a survey course designed to provide a critical philosophy and working repertoire of literature for adolescents. The focus is placed upon the ways this genre represents adolescence as a distinctive psychological social and moral state. We give particular attention to character development and the ways in which “young adult” narratives deal with sensitive issues like gender equity, sexual identity, and cultural differences.

ENG 212 **3 credits**
The Short Story

A study of the art of the 19th and 20th century short story as best exemplified by masters of the genre in American and European literature. Readings will range from such early practitioners as Poe to such contemporary masters as Borges.

ENG 213 **3 credits**
Newspaper Writing and Production

This “experiential learning” course will develop students’ skills in a wide range of journalism techniques, including news and feature writing, interviewing, copy editing, journalistic photography, page layout and print production. The students, under the guidance of the instructor, will publish up to six bi-weekly issues of the UNE student newspaper over the course of the semester. All students will be required to write a specified number of news, feature and opinion pieces for the newspaper, no matter what other contributions they may make to the paper. Students also will edit each others’ written work and develop an appreciation for writing to a large, diverse audience, not just for a particular classroom assignment. Weekly “workshops” led by the instructor will focus on the skills and techniques necessary to produce a high-quality student newspaper. The instructor also will serve as story editor, mentor, proofreader, and critic. Grading will emphasize the degree of commitment and the quality of contributions. Class meets twice a week for 90 minutes. A student newspaper office is available for students on a 24-hour, 7-day schedule.

ENG 214 **3 credits**
Freedom & Authority

We focus on four main themes: personal authority, social authority, political authority, and religious authority. The overarching theme of all of these topics could be posed as a question: How does the individual relate to the group? Nearly all academic disciplines have something to say about this question, and in the course of the semester we will investigate and discuss a variety of texts drawn from different intellectual traditions. Reading includes selections from the Hebrew Bible/Old Testament, and such authors or philosophers as Dostoevsky, Kafka, Thiong’o, Saadawi, James Carroll, Freud, Jung, Fanon, Foucault, and Berlin.

ENG 215 **3 credits**
Themes of Science Fiction

This course examines the literary genre of science fiction as a sub set of speculative literature for its thematic content, stressing analysis. The course compares/contrasts literary science fiction with its popular media counterparts, particularly motion pictures. Students keep a journal of their reactions to reading, site two critical-analytical papers, and compose an original science fiction story. Held on the University Campus.

ENG 225 **3 credits**
Irish Literature and Culture

Rich in literary artists such as Goldsmith, Sheridan, Synge, Yeats, O’Casey, and Joyce the Emerald Isle has created a reawakened interest in fine arts, film, music, and dance. This course will augment intense study of Irish literature, both

historical and contemporary, with background readings into the economic and social context from which the “Republic” has emerged.

ENG 231 **3 credits**
Introduction to Film

This course introduces the student to the basics of the film medium, the “grammar” of the cinema, and serves as a prerequisite for all future film-related coursework. This is an essential course, because without a strong grounding in those properties that make film distinct from other art forms, the student will be ill-equipped to conduct any sort of textual analysis beyond the most basic thematic readings. This course provides the necessary introduction to the vocabulary of the discipline; outlines the basics of narrative and non-narrative form; offers a comprehensive survey of film style, including mise-en-scene, cinematography, editing, and sound; introduces the student to the practice of academic film criticism; and generally prepares the student for any future course of film study. David Bordwell and Kristin Thompson’s *Film Art: An Introduction* will serve as the key textbook for the course. Some readings could be placed on reserve, but in general this course would be less oriented toward outside readings and more toward in-class screenings and discussion.

ENG 300 **3 credits**
Literary Topics

Examples of possible topics include the modern European novel, Shakespeare’s tragedies and Renaissance drama, travel literature, and studies in narrative and intellectual history. A description of the topic offered will be posted prior to the registration period.

ENG 310 **3 credits**
Writing & Women’s Health

This course examines the ways that individuals have used writing to engage with the issues of womanhood and women’s health, as doctors, patients, theorists, and artists. Cultural ideals of gender often intersect with, and help to define, models of health and illness (and vice versa); as notions of health and womanhood are always culturally constructed and historically contingent, students will read course texts with an understanding of the cultures and individuals that produced them. The chosen writers engage, for example, with issues of the body and gender identity, sexuality, colonialism, race, childbirth, disease, and death. The syllabus will include writers such as Charlotte Perkins Gilman, Gustave Flaubert, Virginia Woolf, Sigmund Freud, May Sarton, Anais Nin, Ama Ata Aidoo, and Audre Lorde. As well as work by medical professionals. A significant component of the course will involve exploring the Maine Women Writers Collection.

ENG 315 **3 credits**
Law and Literature I

Using acquired knowledge of actual and simulated court trials, students can expect to take an active role in the process of American jurisprudence by attending court, creating a “moot” trial, and reading intensively in the strong tradition of short stories and novels that focus on justice and the American system of law.

ENG 316 **3 credits**
Law and Literature II

Context in legal studies: the Law and Economics movement and Cultural Studies. Question: Can literary and cultural texts productively inform an understanding of law? Can jurisprudence illuminate critical practices in the Humanities? Literary scenes of confession. Epistemological instability of the confessional mode. Questions about the legal system’s emphasis upon confession. Structural parallel between the use of precedent in establishing legal standards and the practice in literary studies of identifying certain texts or authors as exemplary of specific genres or periods. Reading includes texts by Rousseau, Dickens, Dostoevsky, Kafka, Camus, Freud, Paul de Man, Martha Nussbaum, Wai Chee Dimock, Peter Brooks, and selected journal articles

ENG 320 **3 credits**
The Question of Culture

An introduction to the field of Cultural Studies and its controversies. We read foundational philosophical texts by Nietzsche, Foucault, and Fanon; literary texts by Rushdie, Sircar, Condé, Césaire, Thiong’o, Senghor, and Saadawi (India, the West Indies, and East, West & North Africa); and scholarly texts by Arnold, Said, Scarry, Leavis, and Jameson.

ENG 326 **3 credits**
Topics in Literature and Health

“Health” is a complex term, since it can be defined in relation not only to illness, but also to wellness. In this course, we will explore the ways that writers invoke health as a vehicle for enunciating identity, exploring ethical questions, establishing authority, and claiming self-determination. The exact focus of the course will vary, and might include themes such as the body as subject and object, medical ethics, women and health, medicine in film and the visual arts, nursing and doctoring, the healer-patient relationship, cross-cultural healing, madness in literature, and illness narratives. Fundamentally, we will become conscious of the ways that representations of health change over time, across cultures, and according to the perspective from which each story is told. Some versions of this course will have a component related to the Maine Women Writers Collection.

ENG 327 **3 credits**
Women Writers of the World

Specific content to be determined for each offering. Examples of possible topics include Postcolonial Women Writers; British Women Writers; Women Writers of the African Diaspora; Bi-Cultural Women Writers; Women Writers of the Americas; Women in the Humanities; and Contemporary Women Writers.

ENG 328 **3 credits**
The Question of Identity in American Literature

By looking at a whole range of American literature, ranging from the earliest colonial narratives to postmodern fiction and film, students will explore how the meaning of American has changed over time, and how being American meant different things to different people. Settler accounts, native American accounts of the conquest, slave narratives, transcendentalist meditations, culture wars, and unsettled ethnic and race relations all testify that the very consensus around which America has forged its identity is, paradoxically, quite elusive and heavily contested. The selection of texts, periods, and genres will vary from class to class.

ENG 329 **3 credits**
Islam Literature
(Comparative Studies in World Literature)

Islam is one of the world's largest and fastest growing religions. It is in almost every country in the world. This course will examine how Islam is portrayed in some major literary works from across the globe. Students will be expected to do a lot of careful reading and discussion in class.

ENG 330 **3 credits**
Topics in British Literature

Examples of possible topics include the Gothic novel, the fiction of James Joyce, the poetry of W. B. Yeats, and the sonnet in England. A description of the topic offered will be posted prior to the registration period.

ENG 335 **3 credits**
Topics in American Literature

Examples of possible topics include slave and captivity narratives, Native American fiction, women's writings, the American Renaissance, literatures of the frontier, fin-de-siecle America, the Depression novel, literatures of immigration, Hemingway and Faulkner, and modern poetry. A description of the topic offered will be posted prior to the registration period.

ENG 400 **3 credits**
Race, Writing and Resistance

Despite the language of liberty and equality in its founding documents, the U.S. from its beginnings recognized slavery,

and for many years not only forbade slave literacy, but also denied slaves fully human status. It was into this American that figures such as Sojourner Truth, Frederick Douglass, and Harriet Jacobs were born – so that it was indeed both a powerful and a subversive act for these former slaves to tell their stories. This course will look closely at how a variety of authors, some former slaves, some not, used writing as a form of resistance – to demand liberty, to protest the government, to critique racism and slavery, and to rewrite history. Texts will range from the 18th through the 20th centuries, including genres such as autobiography, essay, novel, poetry, and law. The syllabus will include works by Truth, Douglass, and Jacobs, as well as Phillis Wheatley, Herman Melville, Henry David Thoreau, and Michelle Cliff.

ENG 405 **3 credits**
Re-Writing the World: Literature in the Postcolonial Period

Reading across a wide range of national and regional literatures, this class will highlight the struggles of the non-Western peoples to express their complex postcolonial experiences in the age of globalism. The quest for freedom and authenticity that unites many of the world's non-European poor will be examined in the modern literary traditions of Arabs, Africans, Muslims, and the indigenous peoples of North and Latin America. The course examines the legacies of the slave trade, imperialism, and late capitalism as backdrops against which such writing takes place.

ENG 410 **3 credits**
Utopia/Dystopia

Considering utopia as both a desirable place and one that is nowhere, as Thomas More indicated, we will trace some of the ways in which humanity tries to order itself and explain that order. The utopic vision, which is often based on a valuation of a freedom that is lacking or missing in the historical context of the work, yearns for a new order, a way out of chaos. In contrast, dystopias describe and explore the realm of chaos. They frequently examine the struggles of individuals who cannot or will not fit into the structures their cultures offer as normative. The position of the individual in relation to the group—a question frequently encountered in our ways of thinking about freedom & authority—is central to a consideration of utopia and dystopia. Specifically, we'll discuss how successfully the individual can maintain an integrated sense of self in spite of social prescriptions (gender, class, faith, race). Reading includes Plato, *The Republic*; More, *Utopia*; Huxley, *Brave New World*; Atwood, *The Handmaid's Tale*; and Ellison, *Invisible Man*.

ENG 490 **3 credits**
Capstone Independent Study

Restricted to graduating majors, the Capstone study is undertaken independently to read current literature on the field of English and evaluate UNE's major through a critical reflection on the previous four years of the program. The focus is on student development, acquired knowledge and skills, and suggestions for making the English major's experience at UNE more rewarding.

English as a Second Language

ESL 100, 200 **3 credits each**
English as a Second Language I & II

(University Campus only)

These courses are designed to act as an extension of intensive, pre-college preparatory programs. Through interdisciplinary approaches, the curriculum prepares students for using English more effectively at the college level. Both courses are structured in the tutorial fashion. This format enables students to experience the use of a second language in the classroom setting and polish individual skills through one-on-one meetings. The course work may change with each semester to accommodate varying academic needs. All instruction serves to enhance both verbal and written expression. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point averages for financial aid and visa requirements.

ESL 300 **3 credits**
ESL Directed Study

(University Campus only)

The directed study has been created for students who need further preparation after they have completed the ESL sequence. Here, an individual's discipline-specific needs serve as the basis for study in advanced language development focusing on the student's primary field of study. Individuals who wish to undertake such work must first obtain permission from the Office of English as a Second Language, and then follow University guidelines found in the Student Handbook for the formulation and approval of appropriate proposals. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements.

Environmental

ENV 100 series (ENV 100, ENV 100A, ENV 104) **3 credits**

Introduction to Environmental Issues

An introduction to environmental problems which emphasizes that humans are part of ecosystems within interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives.

ENV 100 (Fall 1 1/2 credits + Spring 1 1/2 credits) is linked to BIO 100 and BIO 101, LIT 121 and ENV 150/151, and is required by all environmental majors.

ENV 100A (3 credits) is linked to BIO 100 and BIO 101 in the First-Year Learning Community for majors in DBS & DCP.

ENV 104 (3 credits) is linked to BIO 104 in the Environmental Learning Community for non-science majors

ENV 150, 151 **2 credits**
Introduction to Environmental Studies

Fall and Spring Semesters

In this course students explore the concept of community through introduction to several communities: the Department of Environmental Studies, the University of New England, the intellectual milieu of higher education; and explore the concept of place as the basis of community. Students and faculty explore goals in the field of environmental studies, both in the academic realm and the realm of future work as citizen and professional. A major goal of the course is development of communication skills essential for successful acclimation to university study and to success in the field. Group dynamics, public speaking and written communication skills are emphasized. Several computer applications that facilitate communication are also studied.

ENV 200 **3 credits**
Population and the Environment

Population growth and unequal distribution of resources may be the most serious challenge confronting humankind. The course explores the ecological, political, economic, and ethical implications of rapid and continued growth, population dynamics and population control programs. This course is one course in the second year sequence of courses (ENV 200, ENV 210, ENV 220 +Lab) required by all DES majors. Prerequisite ENV 100.

ENV 210 **3 credits**

Pollution and the Environment

Pollution is one of the most important factors which influences the quality of life and the degradation of ecosystems. The course will examine aesthetic, political, economic, technological, biological, and ecological aspects of pollution. Case study examination of real world situations will be made. This course is one course in the second year sequence of courses (ENV 200, ENV 210, ENV 220 +Lab) required by all DES majors. Prerequisite ENV 100.

ENV 220 **3 credits**

Conservation and Preservation

An examination of conservation and preservation as related but distinct concepts. Conservation topics include exponential growth and depletion of resources, and relationships between resources, population, rates of consumption, and technology. Preservation topics include human attempts to maintain undisturbed or unimpaired habitats, and prevention of the extinction of species. This course is one course in the second year sequence of courses (ENV 200, ENV 210, ENV 220 +Lab) required by all DES majors. Prerequisite ENV 100.

ENV 220L **2 credits**

Conservation and Preservation Lab

Fall Semester

The lab will focus on the research skills necessary to conduct an investigation of the condition of natural resources. These skills will include: identification and knowledge of local natural history, field research skills such as experimental designing, sampling techniques, map-reading, orienteering and use of global positioning systems (GPS); communication skills (writing, speaking and listening); and team-building skills necessary to complete cooperative projects successfully. Humanities-based skill building (photography, literature and music) will help students develop a sense of nature. Offered fall semester. This lab course is to be taken only in conjunction with the second year sequence of courses (ENV 200, ENV 210, ENV 220 +Lab) and is required by all DES majors.

ENV 230 **4 credits**

Environmental Geology

Understanding the world we live in requires some basic information about the abiotic components of the ecosystem. Topics of study will include land form composition and soils, weathering and erosion, hydrology, plate tectonics, volcanism and earthquakes, glaciation, ocean cycles, and climate patterns. Human impacts on the earth's geologic processes and resources will also be explored. Students will also be exposed to map reading and GIS (Geographical Information Systems). Prerequisite: ENV 100 or permission of the instructor.

ENV 235 **3 credits**

Environmental Health

This course will examine adverse and toxic health effects which substances in the environment can produce in humans. Pollutants such as pesticides, heavy metals, and nuclear waste will be studied with a focus toward understanding what short and long term effects each can have upon human health. Case studies and reports from original literature will be discussed by the participants. A class research project will be undertaken. Some previous study of biology, chemistry, and environmental science is necessary.

ENV 245 **3 credits**

Outdoor Environmental Education

Through this mostly out-of-doors course, students will gain a strong sense of place with nature by learning about animal behavior and tracking, winter plant identification, map and compass use, sensory awakening, hiking, no-trace techniques, and outdoor and survival skills. Readings by broad and varied naturalists, ecologists, and environmentalists; nature journaling; student teaching; and group work will be used to prepare students to act responsibly toward our natural environments, and to become practitioners and teachers of environmental stewardship. Two overnight camping trips are mandatory, as is a weekend field trip in the White Mountains of New Hampshire. Prerequisite ENV 100.

ENV 255 **3 credits**

Environmental Law and Policy

This course provides an overview of environmental law and policy at the federal, state, and local levels of government. Students will gain a general understanding of how natural resources and forms of pollution are regulated, with a focus on laws regulating air and water pollution, toxics, land use, and forest policy. The course will also touch upon new directions in environmental law and on emerging trends such as pollution prevention, environmental justice, and regulatory reform.

ENV 275 **1 credit**

Environmental Issues Seminar

This seminar will give faculty and students the opportunity to explore an environmental topic of interest through readings and discussion. Topics of study may include a current environmental issue (the Endangered Species Act), an historical event (the damming of Hetch-Hetchy), or the life and work of an environmental figure (Aldo Leopold, Rachel Carson). Because topics will change from year to year, this course may be taken more than once. Prerequisite: ENV 100.

ENV 295 **3-4 credits****Environmental Internship***Offered every semester.*

First and second year environmental students are given the opportunity to explore career ideas through work with a public or private environmental group. Requirements and guidelines are provided by the internship coordinator and include journaling, seminars and pre-agreed job descriptions. Prerequisite ENV 100.

ENV 300 **3 credits****Environmental Ethics**

An analysis of human attitudes and values towards the natural environment. Topics include: historical and cultural roots of the ecological crisis, the relationships between environmental facts and ethics, conflicting views on ecological problems and ethical alternatives, case studies of ethical problems in the environment, and cooperation with nature. Prerequisite: ENV 100.

ENV 310 **3 credits****Risk Assessment**

The course will introduce students to the process of risk assessment and evaluation, including the collecting, analyzing, and communication of scientific information for use in policy formulation, decision making, and risk management. Prerequisite: third-year/fourth-year standing.

ENV 320 **3 credits****Epidemiology**

This course will provide a basic understanding of diseases in human population groups by means of sampling, measurement and statistical evaluation. Areas of emphasis will include investigation of an epidemic, measures of risk, and biological variability; screening, sampling, and statistical significance; and associations and correlations in the design of retrospective and prospective studies. Case studies such as Love Canal and Times Beach also will be utilized. Prerequisite: third-year/fourth-year standing.

ENV 350 **3 credits****Water Quality**

This course will introduce students to water quality issues and their relationships to human health. Included will be an analysis of the sources and pathways of water pollution, relationships between pollutant exposure/dose and human health, regulatory guidelines, and mitigation measures. Prerequisite: third-year/fourth-year standing.

ENV 352 **4 credits****The Nature Writers**

The course explores literature that depicts the natural world with affection, respect, imagination and concern, by writers

such as William and Dorothy Wordsworth, Henry David Thoreau, Sarah Orne Jewett and Edward Abbey. One goal is to investigate how historical influences - science, religion, economics - have shaped attitudes toward nature. As the class reads about human interaction with the natural world, each person discovers and articulates her or his own beliefs. The course includes a weekly laboratory of experiential activity out-of-doors. Because class consists primarily of informed discussion, students regularly are expected to read carefully and to make written preparation in a learning journal. Prerequisite: ENV 100 .

ENV 354 **3 credits****Contemporary Nature Writing**

This discussion course will examine representative samples of nature writing during roughly the last twenty years in order to survey its diversity and assess its value. Forms and themes to be explored include regional writing, Native American perspectives, wilderness journal, environmental polemic, scientific and philosophic speculation, and popular magazine writing. Typical writers studied are Annie Dillard, Ann Zwinger, Barry Lopez, and Edward Abbey. Prerequisite: ENV 352.

ENV 375 **4 credits****Environmental Impacts**

A comprehensive course designed to provide students with a broad background in several key areas of environmental problems. The overall objectives are: 1) to train students to recognize factors that represent a potential impact on physical, chemical and biological aspects of the ecosystem; 2) to train students in ways of reducing or eliminating environmentally unsound impacts. The lab portion of this course is spent on conducting an environmental impact monitoring project and writing an environmental impact report. Prerequisite: third-year standing or permission of the instructor.

ENV 380 **3 credits****Environmental Case Studies**

Introduction to management of renewable resources of water, soils, wildlife, forests, and parks. In depth analyses of specific local or regional environmental problems will be conducted. Examples of such problems might include conflicts between coastal development and environmental protection on the Maine coast, disposal of toxic or radioactive wastes, management of Maine's forests, national park issues, and agricultural issues. Students will prepare detailed case studies of issues examined, or management plans for above resources in conjunction with goals of state or federal agencies and various public groups. On-site visits will be a part of the course. Prerequisite: fourth-year standing. May be taken more than once if topics change.

ENV 391 **3 credits**

Environmental Advocacy

Students will study the concept of advocacy at grassroots, private, and governmental levels, and, after studying particular issues, practice advocacy in a variety of modes. Students will analyze advocacy organizations and media. Practical skills for advocacy will be emphasized. Environmental Advocacy fulfills the Environmental Program requirement for advanced topics (ENV 399).

ENV 395 **9 credits total**

Environmental Health Internship

Offered every semester

Interns will work for at least 180 hours in their fourth-year at an approved site or sites to gain practical experience in the environmental health profession. The purpose of the internships is to provide students an opportunity to exercise the concepts presented in environmental health courses in an integrated and applied manner. All interns will be required to make a formal presentation(s) of their internship experience(s) to students and faculty in the Department of Environmental Studies or to the university community. Prerequisite: fourth-year standing.

ENV 399 **3 credits**

Advanced Topics in Environmental Issues

An in-depth study of a topical environmental issue through an analysis of the scientific, political, economic and social aspects of the issue. Examples of topics include nuclear energy, wetlands, advocacy, conservation of ocean resources, and global climate change. Historical and literary perspectives may also be explored. May be taken more than once. Prerequisites: ENV 100, BIO 100/BIO 101 or BIO 104, CHE 110, CHE 111, and third-year standing or permission of instructor.

ENV 399L **1 credit**

Advanced Topics in Environmental Issues Lab

An intensive, hands-on accompaniment to the ENV 399 Advanced Topics course. Examples of the lab experience would include field trips to appropriate locations such as local land conservation sites, water treatment plants, legislative sessions, etc as well as data gathering activities such as wetland identification surveys, biodiversity identification, watershed mapping, etc.

ENV 495 A **3-9 credits**

Advanced Environmental Internship

Offered every semester

The internship experience provides an opportunity to apply environmental theory and methods within a regional, national or international public or private environmental agency. Students agree to follow a curricular guideline as outlined in the

DES Internship Packet. Grades are determined through an array of assignments including successful job performance, journaling, papers and seminars. Prerequisites: third or fourth year standing.

ENV 495 B **3-9 credits**

Advanced Environmental Community Internship

Offered every semester

DES' Center for Community Sustainability offers internship experiences which provide an opportunity to apply environmental theory and methods within a local public or private environmental agency. Students agree to follow a curricular guideline as outlined in the DES Internship Packet. Grades are determined through an array of assignments including successful job performance, journaling, papers and seminar. Prerequisites: third or fourth year standing.

Exercise and Health Promotion

EXS 130 **3 credits**

Motor Development

The Motor Development course explores the continuous developmental process across the life span. Emphasis is placed on motor behavior and perceptual development beginning with growing children, progressing through adulthood and concluding in old age. Growth processes, maturation, experience and environment as they apply to the fitness enthusiast, elite athlete, sedentary person, or health limited participant are considered in terms of optimal physical development throughout the life cycle. Prerequisite: SPT 101.

EXS 199 A & B **1 credit**

Introduction to Exercise and Health Promotion-Clinical Experiences 1 and 2

In the first year experience, students are introduced to the field of exercise and health promotion. Through lectures, visits to exercise/health facilities, and practical experience with on-campus fitness/exercise classes, students become familiar with the opportunities available in the field and the roles assumed by exercise and health promotion specialists. The interdisciplinary team method of delivering health care is discussed, along with the role of exercise/health specialist within the larger context of health care.

EXS 210 **3 credits**

Fundamentals of Nutrition and Exercise

Basic nutrition and exercise skills and principles are explored in this course. Muscle physiology, the effects of exercising on the body and application of nutrition to fitness are among the course components. Prerequisite: SPT 120.

EXS 280 **3 credits**
Health Promotion and Wellness Programs

In this course, current strategies and techniques for transmitting health information are analyzed for effectiveness and appropriateness. Students develop and evaluate strategies and techniques for promoting health and wellness behaviors in a variety of settings: community, fitness facilities, industry, hospitals, and school. Prerequisite: SPT 120.

EXS 299 A & B **1 credit**
Clinical Experiences 3 and 4

During the sophomore year, students complete clinical experiences both on and off campus. The practical experience is designed to provide opportunities to observe the application of exercise and health promotion with a variety of populations and ages, in a number of settings. Populations include children, youth, adults of all ages, and older adults, 65+. Prerequisite: Exercise and Health Promotion majors only in professional sequence.

EXS 310 **3 credits**
Kinesiology and Biomechanics

This course focuses on the science of human movement. Skeletal and muscular systems and mechanical analysis of basic motor patterns and sports skills are the focus in this course. Prerequisites: BIO 245, BIO 345, and EXS 130.

EXS 320 **3 credits**
Exercise Physiology

This course studies the nervous, circulatory and respiratory systems and allows students to analyze the immediate and long-range effects of exercise on the human body. Prerequisites: BIO 245, BIO 345, and EXS 210.

EXS 330 **3 credits**
Fitness Evaluation and Prescription

Classroom lectures and Practicum in exercise testing, fitness prescription, measurement and evaluation skills are developed. Topics include: medical/health screening, exercise test administration and interpretation, body composition, nutritional assessment, metabolic calculations and exercise program development. ACSM standards are followed. Prerequisites: MAT 120 or MAT 150, EXS 310, and EXS 320.

EXS 360 **3 credits**
The Older Adult and Wellness

This course consists of an overview of the concepts, principles, and practices related to planning and delivery of recreation and/or fitness programs for older adults between ages of 55-100+. Abilities ranges for a variety of older adults, from the competitive older athlete to frail elders in home or long

term care setting, are studied. Students analyze and develop plans for older adult fitness and/or recreation with the programming appropriate to their physical, mental, financial and social needs. Prerequisites: SPT 101, EXS 210, and EXS 280.

EXS 399 A & B **1 credit**
Clinical Experiences 5 and 6

Students apply basic knowledge of exercise and health promotion to populations under supervised conditions. They are expected to lead and to prepare health-promoting programs during this experience. Clinical sites are off-campus in medical, community, and educational settings. Emphasis is placed on the team approach to providing care. Prerequisite: Exercise and Health Promotion majors only in professional sequence.

EXS 499 A & B **6 credits total**
Exercise Science Clinical Experiences 7 and 8

These clinical experiences provide students with opportunities for practical application of exercise and health promotion knowledge in a one-on-one setting under the direct supervision of a exercise/health clinician. These placements are with agencies that utilize physical activity programs as a means of disease and risk factor control modification, e.g., cardiac and/or pulmonary rehabilitation, long-term care settings, and kidney dialysis units. Prerequisite: successful completion of prior 6 clinical experiences, fourth-year standing and permission of internship coordinator.

French

FRE 100 **3 credits**
Exploration: Living French I

This is a beginner's course and it introduces the student to the basic elements of the French language. Although some fundamental grammar is required to structure conversation and understanding, this course is designed primarily to teach students basic conversation through idiomatic expressions. Reading and understanding is also gradually introduced. French in this course is looked at as a "living" and useful tool of communication. A two-semester course making use of the listening-speaking approach and the situational method. French and Francophone cultural elements are an integral part of this course.

Related courses that may be offered in the future:

FRE 101 - Living French II

FRE 200 - Topics in French Literature

Geology

GEO 200 **4 credits** **Geology**

Understanding the world we live in requires some basic information about the abiotic components of the ecosystem. Topics of study will include land form composition and soils, weathering and erosion, hydrology, plate tectonics, volcanism and earthquakes, glaciation, ocean cycles, and climate patterns. Human impacts on the earth's geologic processes and resources will also be explored. Students will also be exposed to map reading and GIS (Geographical Information Systems). Prerequisite: ENV 230 or permission of the instructor.

History

HIS 200 **3 credits** **Theodore Roosevelt, Woodrow Wilson & the Dawn of the American Century**

The course explores the elaboration of the American empire as manifest by the lives, ideas and policies of Roosevelt and Wilson. Students will read memoirs, biographies, and a variety of other materials which will expose them to, and help them analyze conflicting interpretations of these two individuals.

HIS 202/AMS 202 **3 credits** **American Identity & History**

This course will expose students to a variety of sources which bear on the subject of American national identity and character. While due consideration will be given to the variety and diversity that characterizes Americans, attention will also be given to what all Americans may have in common. (satisfies AMS requirement)

HIS 204/AMS 204 **3 credits** **Growing Up Female: A History of Girls in America**

From "sugar and spice and everything nice" to "a woman's place is in the House... and Senate" the expectations for a girl's life mirror the ever-changing social, cultural, religious, and political conditions in the United States. In our examination of girlhood from the 17th to the 21st century we will learn of society's changing expectations for females, and the political and cultural roles Americans believed girls played in society. (satisfies AMS requirement)

HIS 206/AMS 206 **3 credits** **Diaries, Journals, and Letters**

An examination of diaries, journals, and letters of American men and women both prominent and unknown. We'll study the shift from the use of such writings as teaching tools, meant to be read by others, to the more modern practice of diaries and letters as private documents. In addition to examining what people wrote and why they wrote, we'll give critical consideration to the use of diaries, journals, and letters in historical research. (satisfies AMS requirement)

HIS 208/AMS 208 **3 credits** **Readers and Reading in American History**

From the fashion magazines and self-help books of today to slave narratives of the past, print culture-- books, magazines, and other printed material-- has shaped who we are as Americans. In America's past, reading was imagined as an activity that would spoil girls' physical beauty. For others, reading provided a source of power which in the wrong hands, notably slaves, would prove dangerous to society. Drawing on examples from across American history, we will explore the power of reading and print culture in shaping American lives and American history. (satisfies AMS requirement)

HIS 210 **3 credits** **Race and Ethnicity in Latin America**

This course will explore the social, cultural and political dimensions of race, ethnicity and identity in Latin America. Themes covered will include Aztec, Maya, and Inca culture and society, Spanish and Portuguese colonial society, African slavery, the wars of independence and the rise of nations and national identities, and changing conceptions of national identity in the 20th century. The course integrates materials from several disciplines, and students will read diaries, novels and other primary sources in translation, consult current news articles about Latin America, and study film and music.

HIS 212 **3 credits** **Cultures of Imperialism: Latin America and the United States**

This course will explore the political, economic, and social, dimensions of the evolving relationship between the United States and Latin America. Topics will include direct cases of U.S. intervention in Latin America as well as indirect influence including economic and military aid, and political intervention. The course will also examine Latin American responses to U.S. intervention, and the cultural dimensions of U.S. imperialism.

HIS 214 **3 credits**
Contemporary History

This course will explore the historical roots of contemporary issues such as trade rivalry, gender relations, ecological deterioration, globalization or selected cases of international conflict. Students will read a variety of sources that will help them develop the ability to raise historical questions when confronted with what appear to be unique or isolated contemporary phenomena or events.

HIS 222 **3 credits**
United States History: Contact Through the Civil War

A theme-based exposure to the earlier periods of US history. Possible themes could include paradox or irony in US history, US history as the construction of empire, US history as progress or regression, US history as escape from the past. A variety of primary and secondary sources will be employed.

HIS 223 **3 credits**
United States History: Reconstruction to the Present

A thematic exposure to the latter century and a half of US history. Possible themes could include the paradox of race in US history, the architects and managers of the American Century, or consensus and conflict in the US history. A variety of primary and secondary sources will be employed.

HIS 230 **3 credits**
Continuity and Change from Ancient to Renaissance Europe

European civilization from the Greeks through the Renaissance, addressing the intellectual, cultural, political, social, and economic developments that shaped European society before the dawn of the modern era. The historical themes of continuity and change and the interdependent development of the various European cultures will be the focus of the course. A variety of source materials will be used.

HIS 231 **3 credits**
Continuity and Change in Modern Europe

European history from the Renaissance to the present, addressing the intellectual, cultural, political, social, and economic developments that have shaped the modern age. Emphasis is on the intellectual responses to science, the evolution of the nation-state, and industrialization, along with their impact on society and politics. What has changed over time and what has remained the same will be two of the principal questions asked throughout the course.

HIS 240 **3 credits**
Colonial Latin America

This course is an introduction to major themes in the history of Spanish and Portuguese colonization of the Americas (16th through 18th centuries). Themes might include ecological change, exploitation and resistance, Latin America as evolving periphery, or continuity and change. Students will gain knowledge of the social, political, and economic foundations of Latin America.

HIS 241 **3 credits**
Modern Latin America

This course is an introduction to major themes in the history of modern Latin America (19th and 20th centuries) Themes might include class conflict and power, imperialism and dependence, or national identity at the periphery. Special emphasis will be placed on Argentina, Brazil and Mexico.

HIS 309/AMS 309 **3 credits**
American Material Culture

Material artifacts reflect the values, ideas, attitudes, and beliefs of the larger society of which they are a part. Drawing on history, anthropology, art history, folklife studies, and archaeology, this course examines the material representations of American culture. We will consider both the everyday object as a key to understanding the American past and present, as well as examine the various ways Americans treasure and display certain objects in museums, in personal collections, and as valued antiques.

HIS 315/AMS 315 **3 credits**
Topics in American Studies

An advanced course for the in-depth, interdisciplinary study of a particular period, region, or theme of American culture. Topics to be determined by the teaching faculty.

HIS 320 **3 credits**
The European Enlightenment and Its Historical Consequences

This course examines the relationship between the development of European thought in the 17th and 18th centuries and subsequent social, institutional, and economic change. Emphasis is placed on political and social theory, ethics, and definitions of human personality and the natural universe. Begins with an examination of changes in the European world view between the general European crisis of the late 16th century to the eve of the French Revolution. Continues with a study of the impact of Enlightenment thought on the Atlantic revolution of the 18th century and the development of nationalist, socialist, colonial, and fascist movements in the 19th and 20th centuries.

HIS 322 **3 credits**
French Revolution and Napoleon

Beginning with an analysis of cultural, social, political, and economic conditions in France before 1789, this course analyzes the reasons for the eruption of revolutionary change in France and follows the Revolution through its successive phases. The rise of Napoleon, his institutional reforms in France, his conquests, the spread of the Napoleonic system, his eventual overthrow, and his lasting impact on Europe are studied in detail.

HIS 324 **3 credits**
Monarchs and Parliaments in England

From the beginnings of the English monarchy through the signing of the Magna Carta, the English Civil War, and the Glorious Revolution, this course focuses on the history of England through the end of the 18th century. Particular emphasis is placed on changes in the balance of power between monarchy and Parliament resulting in the establishment of Parliament as an indispensable part of constitutional monarchy.

HIS 330 **3 credits**
**Politics and Political Change in
Modern Latin America**

This course will explore the relationship between political change and social movements in twentieth-century Latin America. Despite the diversity of cultures, economic systems and political systems, most nations in the region share certain political and social traditions. These include a sharply unequal distribution of wealth, a concentration of political power, authoritarian regimes, popular revolt, political instability, and the influence of foreign economic and political power. Special emphasis will be placed on Argentina, Brazil, and Chile.

HIS 331 **3 credits**
Revolution and Social Protest in Mexico

This course will focus on the tumultuous political, social and economic history of Mexico beginning in the latter half of the nineteenth. Particular attention will be given to conflicts between indigenous people the European and creole elite, the role of European and US intervention in the evolution of modern Mexico.

HIS 333 **3 credits**
State and Society in Brazil

In the early 19th century, Brazil was an agrarian society dependent on slavery, yet Brazil has become predominantly urban and industrialized within the last century. The course will focus on the historical development of a nation that, despite having one of the world's largest economies, remains troubled by political tensions, and severe social, racial, and economic inequalities.

HIS 334 **3 credits**
Historical Geography

This course will examine the relationship between history and geography since 1500, focusing on the influence of the physical environment on human civilization, culture, and knowledge. Topics will include understandings of space and time, cartography, scientific knowledge of the world, economic development, politics and the nation-state, nature and the environment, regionalism, urbanization, and globalization.

HIS 335 **3 credits**
Historians and History

The focus of this course will be on learning about historical methods and historical interpretation through reading and analyzing selections from "classic" works of historiography. Students will be exposed to a variety of perspectives and will be encouraged to understand the merits and limitations of each. Required of all History majors.

HIS 336/AMS 336 **3 credits**
Women and the American Experience

In this class we will examine women as integral players and participants in American history. In our study of women's history from the colonial period to present day we will examine questions such as the nature of women, the duties of husbands and wives, the construction of the proper family—questions that resonate with our own times. In addition to historical documents, we will draw insights from literature, popular culture, architecture, and material culture in our quest to understand women and the American experience. (cross listed with American studies)

HIS 338/AMS 338 **3 credits**
American Communal Experiments

Throughout American history, inspired individuals have grouped together in an attempt to craft a new American society, a utopia to improve, or replace, institutions of the mainstream society of the day. Some groups— such as the Shakers—chose a celibate, communal life. Others— such as the Oneida Perfectionists— chose a lifestyle of multiple marriage partners. The Woman's Commonwealth was entirely female; the Koreshan Unity believed we inhabit the inside of a hollow sphere. By studying a variety of communal experiments from the late 18th century to present day, we'll gain insight into the social, economic, political, and other problems that challenged Americans in times both past and present and led some to attempt to create a better society.

HIS 340 **3 credits**
The United States and the World

This course explores the diplomatic history of the United States. Themes will be explored such as Wilsonianism, isolationism, unilateralism and formal and informal empire. Students will be

encouraged to look critically at major issues or events in American diplomacy such as the Monroe Doctrine, the League of Nations, free trade and protection, human rights, American mission, and anti-communism.

HIS 380 **3 credits**
Slavery and Race Relations in the United States and Brazil

This is a comparative course, which examines the historical roots of contemporary race relations in two societies. Starting with the colonial period in the two countries, the course will explore variables which help account for the different ways issues of race have evolved to the present. Novels may be used to supplement course material.

HIS 390/AMS 390 **3 credits**
American Identity and World Order

This course focuses on what Americans have thought of their history and of themselves as a people and how those ideas have influenced American conduct in the world. The course analyzes connections between American intellectual and cultural history and American foreign involvement. (satisfies AMS requirement)

HIS 400 **3 credits**
Topics in History

Selected topics in history scheduled on a one-time basis when faculty and student interest justifies it.

HIS 404 **3 credits**
Directed Readings in History

A small, seminar type reading course with the focus tailored to student and faculty interest. This course is only open to students with the permission of the instructor.

HIS 420/421 **3 credits**
Internship

Professional opportunity for History majors in their senior year. Sites to be arranged by faculty with student input. Secondary education students with a major in History will satisfy this requirement through supervised student teaching.

HIS 450 **3 credits**
Fourth Year Thesis

A supervised opportunity to conduct primary source research and to develop and write a thesis. Required of all History majors.

Interdisciplinary Health & Healing

IHH 402/502 **3 credits**
Interdisciplinary Approach to Ethics

This course utilizes the code of ethics for various disciplines as the basis for assisting students to develop an understanding of the skills needed to resolve ethical problems for themselves, the client, the community, their profession, and the health care environment. Through the use of case analysis, article discussion, and debates students will increase their critical thinking and moral reasoning skills, increase their personal accountability for their values and beliefs, and have an increased sensitization to the roles and responsibilities of their own and others health care disciplines.

IHH 403/503 **3 credits**
Health Disparities: Inequality, Health, and Healing

This course will expose, explore and examine disparities in health and health care. These two interests are related, but not the same. Resolution of disparities in health insurance and access to adequate and culturally appropriate health care cannot resolve disparity in health. New models are needed and the foundations for them will be explored. Held on Westbrook Campus.

Health Service Management

HSM 150 **1 credit**
Introduction to Health Services Management

This course provides an introduction to the field of health services management. Students explore career opportunities within the health services environment, and meet with leaders and managers in health care organizations.

HSM 203 **2 credits**
Medical Terminology

The course covers the construction of medical terms using prefixed, suffixes, and roots as used in medical language. Students learn to describe, analyze and interpret selective disease process in the body, including diagnostic and treatment processes associated with them.

HSM 250 **1 credit**
Health Services Management Field Experience I

Students participate in the first of 4 field experiences during their sophomore year. In this course, students visit health care organizations and spend time observing managers in their various roles. A seminar supports this activity by providing a group setting for discussion and review of the field activities. Prerequisite: HSM 150.

HSM 300 **3 credits**

Management of Health Services Organizations I

This course examines the organization, structure, and operation of the full range of health services organizations, both in-patient and outpatient, and the responsibilities and roles of managers. Areas covered include organizational goals and objectives; roles, functions, and responsibilities of managers; organizational structures; interactions between departments/units; and, administrative decision-making. Prerequisite: HSM 302.

HSM 301 **3 credits**

Management of Health Services Organizations II

The second in a series of administration courses, this course covers the behavioral aspects of management. It includes the managerial responsibilities for motivation and communication, along with those duties that fall into the category of human resources management, including employee recruitment, employee selection, job analysis and design, compensation and benefits, performance assessment, and other behavioral responsibilities of managers in the health care environment.

Prerequisite: HSM 300

HSM 302 **3 credits**

Health Delivery Systems

An examination of the major components of contemporary health care delivery systems is undertaken in this course. The course analyzes the health services delivery system from both the micro and macro approaches, examining the financial, legal, health, economic, political, educational/training, human resource, administrative, and social implications of the system. The impact of policy and policy changes is studied. Prerequisite: HSM 150

(Cross listed as NSG 306)

HSM 303 **3 credits**

Economics of Health Care

Emphasis is on the delivery of personal health care services and the financing of those services rather the broader issue of health. The economic principles of supply and demand, pricing, production, and competition as applied to human and material resources in health service organizations are emphasized. Focus is directed impact of the to definitions, measurements and selection of public policies to achieve economic efficiency and equity in the financing and delivery of personal health services. The course assists the student in developing an understanding of the distinctive economic characteristics of the health care delivery system and the recent trends in expenditures and costs of medical care services; in analyzing and forecasting the demand for and supply of health services; and in analyzing the impact of health payment systems on the health care system.

HSM 305 **3 credits**

Research Methods in Health Services Management

This course develops the competencies needed to analyze, critique, and evaluate research in the areas of health systems and health services management. Students gain an understanding of research techniques, literature review, hypothesis construction, research design and data analysis. Exploration of related literature and practice of research process enables students to understand the interrelationship between scientific investigation and practical application.

Prerequisite: HSM 302.

HIS 309/AMS 309 **3 credits**

American Material Culture

Material artifacts reflect the values, ideas, attitudes, and beliefs of the larger society of which they are a part. Drawing on history, anthropology, art history, folklife studies, and archaeology, this course examines the material representations of American culture. We will consider both the everyday object as a key to understanding the American past and present, as well as examine the various ways Americans treasure and display certain objects in museums, in personal collections, and as valued antiques.

HSM 310 **4 credits**

Health Care Finance

This course analyzes the financial environment of health care organizations, from both the macro and micro views. It looks at the functions of accounting and finance, as implemented within health service organizations. Students examine these activities as they affect the design and delivery of health services. The course also covers health services and health organization funding, rate setting, contracting, reimbursement, and economics as they relate to financial management. Inside the organization, it examines and applies the processes of budgeting, auditing, cost analysis, fiscal reporting, and ratio analysis as management tools for managing finances and making financial decisions. Prerequisites: HSM 302, HSM 303.

HSM 350 **1 credit**

Health Services Management Field Experience II

In this second field experience, students spend an increasing amount of time in health services organizations, participating in the day-to-day operations of the organization. They begin to focus on a smaller range of health service organizations and specific managerial functions.

Prerequisite: HSM 250, HSM 301, HSM 302.

HSM 370 **3 credits**
Law and Ethics of Health Care

This course covers the ever expanding field of health care organizational ethical and legal issues, examining them from both the theoretical and practical perspectives. These issues are examined from the viewpoints of health services managers, health care professionals, health planners, health policy makers and other stakeholders in the health care system. Case studies are used to assist students in developing a personal philosophy to deal with ethical issues and to provide them with examples of legal problems facing those involved in the health services settings. Prerequisites: HSM 150, HSM 250, HSM 302, 303.

HSM 400 **3 credits**
Special Topics in Health Services Seminar

This upper level course is for the exploration and analysis of traditional and contemporary topics in health services. It is offered at various times and addresses specific topics of current interest in the field of health services management. Topics change based upon policy, economic, socio-demographic, medical, technological, organizational and other types of changes and trends in health services and health services organizations. Examples of topics are: Managed Care, Health Reform, Impact of AIDs, Changes in Professional Education and Qualifications, Accreditation and Licensure Issues, Health Policy Initiatives, and other critical and timely topics. Prerequisites: HSM 250, HSM 302.

HSM 401 **3 credits**
Health Planning and Policy

The historical development of the nation's system of health care is covered, including visions for the future. It is designed to provide students with thorough knowledge of the field of health services planning and policy, and their impact on the health system and the services being delivered. A review of health care policy development and implementation at the local, state and federal levels is provided. This course assists students developing skills in the analysis of policy, program planning and implementation, and the evaluation of health services. Major health care and related social issues and concerns are addressed in readings and class discussions.

Prerequisites: HSM 302, HSM 303.

HSM 404 **3 credits**
Leadership and Team Development in Health Services

This course examines how the new forms of health care organizations require people at every level to assume leadership roles and to work together in the team environment. The role of the health services manager as part of the health care team is examined, with a focus on the importance of groups in

today's workplace. It examines factors within an organization that affect group functioning, including the role and influence of leadership; alternative methods to structure teams and implement and share leadership in the workplace; group processes, including how they influence performance and how to manage them for results; and, group and leadership development processes. It also studies traditional and emerging theories of leadership for their usefulness in developing effective leadership approaches in a variety of health care settings. Team development activities will be undertaken. In addition to using prepared case studies of leaders and teams, students develop case studies for analysis. Prerequisites: HSM 300, HSM 301, HSM 302.

HSM 405 **3 credits**
Marketing of Health Services

This upper-level course is intended to provide students with knowledge of the marketing function within health services organizations and its many purposes. It examines the full range of health services, including both public and private. The marketing function within the health services organization is studied, with an emphasis on its strategic importance and role. Students in this course analyze the marketing of health services in both the profit and not-for-profit-sectors, developing marketing plans for specific health services and health provider organizations. Prerequisites: HSM 300, HSM 302, HSM 303.

HSM 415 **3 credits**
Public and Community Health

This course covers individual, social and environmental determinants of health and disease, including epidemiological concepts and methods for gathering information on the public's health and description of risks. Students analyze public health programs, identify health opportunities, and design programs to address specific public health problems. Prerequisite: HSM 302, HSM 303.

HSM 430 **3 credits**
Information Systems for Health Services

Students work in this course to analyze and apply the concepts and techniques of computer information systems to clinical and administrative situations in health care organizations. Projects related to health services organizational efficiency are conducted in the course. Prerequisites: HSM 300, HSM 302.

HSM 460 **3 credits**
The Media and Health Care

The course studies the presentation of health services and the delivery of the services in the media and examines the immediate and longer-term ramifications of the "stories" for the design, delivery and management of health services. It provides for discussion and debate about the accuracy and impact of the

depiction of health care in all media (books, film, Internet, television, etc.). This course uses international perspectives in examining media and its influence on the public's perception of health care and reaction to its delivery. Prerequisites: HSM 302.

HSM 470 **3 credits**
Seminar: Strategic Planning and Change in Health Services

In this seminar, students develop an understanding of the roles of the manager and planner in strategic planning and policy implementation as tools for change for health services organizations. Through the use of case studies, rational behavior theories are combined to formulate and implement strategies for health service organizations as they respond to internal and external environments through careful planned change. This course strives to acquaint students with the decision making process of top managers in health services organizations. Prerequisites: HSM 300, HSM 301, HSM 302, HSM 305, HSM 310, HSM 370.

HSM 495 A & B **6 credits total**
Internship in Health Services Management

The internship affords the student a part-time or full-time experience in the practical environment of a health services organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a health services organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. During the term in which the course is taken, regular class meetings are held so that students meet together to review their projects and experiences. Evaluations are made by the on-site advisor and the internship/field research advisor, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of program internship/field research advisor.

HSM 498 A & B **6 credits total**
Field Research in Health Services Management

Students may select to conduct an in-depth research project in a single health services organization, or in a number of organizations, focusing on a defined aspect of management. This research project is developed in consultation with the departmental internship/field research advisor and with a supervisor in the field. The project is identified and designed prior to enrollment in the field research, and a field site supervisor must be identified at the same time. During the term in which the course is taken, regular class meetings are held so that students meet together to review their projects and experiences. Evaluations are made by the on-site advisor and the internship/field research advisor, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of program internship/field research advisor.

HSM 515 **3 credits**
Health Care Management

This course is designed for graduate students in the health professions and provides an overview of the managerial aspects of health care delivery within the context of the changing health services environment. It describes the influence of social, economic, legal, demographic, and ethical factors on the design and delivery of services, and then presents the theories and application of management principles (including personnel/human resource management, budgeting, planning, organizing, and leading) as means to facilitate the design and delivery of efficient and effective health services in a variety of health care settings. Students work on case studies to apply this knowledge and skills to actual health services organizational settings.

HSM 621 **2 credits**
Health Management

In this course, health care professionals study the changes in the health care system of the United States to develop a working understanding of the management and legal aspects of the design and delivery of care with the goal of becoming more effective team members and professionals in the health care environment. The course examines the following: the major influences on the health care system; the factors that influence the costs of health care and strategies for their control; providers and payers for health care; the managed care environment and its impact on access, cost and quality; legal issues including, negligence, consent, confidentiality, taxation, provider relations, and contracting; and, reform opportunities and proposals.

Learning Assistance Center

LAC 010 **3 credits**
Writing Tutorial (WT)

This course emphasizes the writing process and addresses both academic and affective skill development. Faculty engage students in every aspect of writing, from generating ideas and formulating grammatically correct sentences to constructing coherent paragraphs and developing papers. In addition, students have the opportunity to edit and revise their writing repeatedly throughout the semester. Students bring assignments from content courses to their tutorials, thus allowing WT faculty to orient instruction toward writing skills underlying the Core Curriculum. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Course grades are computed into students' cumulative grade point average. Students must achieve a passing grade in WT prior to enrollment in English Composition, required by all departments for graduation.

Mathematics Placement Testing

During Orientation, all new undergraduate and transfer students complete mathematics placement testing. On the basis of the placement test score, SAT scores, and high school transcripts, each student receives a mathematics placement level as follows:

- L1 Placement into Basic Mathematics and Algebra (LAC 020).
- L2 Placement into Introductory Algebra and Problem Solving (LAC 021).
- L3 Placement into Advanced Algebra and Problem Solving, Quantitative Reasoning, Statistics (LAC 022, MAT 110, MAT 120)
- L4 Placement into mathematics courses between MAT 130 & MAT 180.
- L5 Placement into mathematics courses MAT 185 & 190.

LAC 020 **3 credits**
Basic Mathematics and Algebra

This course provides a review of basic mathematics and beginning algebra skills. The goal of this course is to develop students' confidence in their mathematical abilities while increasing their competency in using mathematics to solve problems. Topics include properties of real numbers, fractions, decimals, percents, proportions, integers, equations, and data representation. Course offered on a Pass/No Pass basis only. Does not fulfill core curriculum mathematics requirement.

LAC 021 **3 credits**
Introductory Algebra and Problem Solving

This course provides a foundation for higher level mathematics and science courses. The goal of this course is to develop proficiency in using algebra to communicate mathematically and to solve applied problems. Topics include solving equations, applying formulas, graphing, and operations with equalities, polynomials, exponents, and roots. Technology is used as a problem-solving tool. Prerequisite: Successful completion of LAC 020 or mathematics placement level L2. Does not fulfill core curriculum mathematics requirement.

LAC 022 **3 credits**
Advanced Algebra and Problem Solving

This course provides a foundation for higher level mathematics and science courses. The goal of this course is to develop proficiency in using algebra to communicate mathematically, represent mathematical relationships, and solve applied problems. Topics include functions, exponents, solving and graphing linear and quadratic equations, rational and radical equations, inequalities, and systems of equations. Technology is used as a problem-solving tool. Prerequisite: Successful completion of LAC 021 or mathematics placement level L3. Offered fall and spring semesters. Does not fulfill core curriculum mathematics requirement.

LAC 030 **3 credits**
College Studies Seminar

The Seminar is designed to instruct students in skills and strategies necessary for the successful completion of their chosen programs of study. This course will also assist them in their adjustment to the University environment. The course focuses on developing essential academic skills in areas such as critical thinking, reading, researching, test taking and writing. Throughout the semester, the course will also address information processing, problem solving, self and group assessment, teamwork, and time management. Additional areas of exploration will include career exploration, assessment of learning styles, academic programs overview, and learning to make the most of advisement, campus and community resources. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements.

Liberal Learning**LIL 211**
Human Traditions

This course will introduce students to the broad range of human cultures from prehistory to the present, taking a thematic approach rather than a strictly chronological one. In this course we will cover various episodes in the development of human cultures across the globe, such as the rise of civilization, the emergence of urban societies, religious beliefs and practices, cultural contacts and conflicts, divisions between rich and poor, gender relations across cultures, and the artistic and literary achievements of the world. This course asks students to think critically about ideas within their historical contexts and to examine ways in which human expressions relate to and reflect broad intellectual and cultural patterns. Students will take a total of six credits of Human Traditions, selecting one A section and one B section.

LIL 211A **3 credits**
Human Traditions

An examination of human endeavors with a focus on the perspectives of history and political science.

LIL 211B **3 credits**
Human Traditions

An examination of human endeavors from the perspectives of literature and philosophy & religion.

LIL 420 **3 credits**
Fourth Year Thesis/Project

This course serves as a capstone experience integrating all of the student's course work as well as providing a forum for the student's interest in a specialized topic. Students will be

engaged in individual research topics developed in close consultation with a faculty advisor. Students may elect to write a thesis or to develop a project which represents their research and creativity in some other way. Prerequisites: 4th year standing and permission of the instructor.

LIL 495 **3-9 credits**
Internship in Liberal Studies

Students apply theory and methods in the environment of a research facility, a nonprofit organization, government agency, or private business. Students submit a Learning Agreement for the approval of the Liberal Studies faculty in order to pursue an internship. The sponsoring faculty member based on projects outlined in the Learning Agreement and site sponsor evaluation determines grades. Prerequisites: Permission of the Liberal Studies faculty and a sponsoring faculty member.

Life Science

LSC 275 **Variable credits**
Introduction to Honors Research

Hands-on experience with research methodologies through participation in an existing research project of an individual faculty member. This will provide the honors student with training in appropriate field, laboratory or library research skills, experience with data collection and analysis, as well as training in the scientific method. Honors students may enroll in this course as often as they like, with as many different faculty as they desire--at a minimum, students typically enroll in this course during the second semester sophomore year.

Every Fall/Spring Semester

LSC 300 **1 credit**
Third Year Honors Seminar

The primary goals of this course are to 1) help students to identify their research interests; 2) begin to refine those interests and develop feasible research questions; and 3) assist students in selecting potential faculty mentors. The seminar will also serve as a supportive, intellectual community which will foster personal and academic growth.

Every Fall Semester

LSC 310 **2 credits**
Honors Thesis Proposal Seminar

The main objective of this course is to assist students in developing a strong thesis project proposal--continuation in the honors program beyond the junior year requires approval of a thesis proposal by the Honors Committee. In addition, this seminar

will explore topics such as: how to give an effective oral presentation, managing your faculty mentor, funding research projects, and the ethics and social context of research.

Every Spring Semester

LSC 400 **1 credit**
Honors Speaker Series

An introduction to the craft of research through biweekly presentations by UNE faculty and invited speakers on a variety of research topics. Following the talk, honors students participate in a 1-hour discussion with the speaker about their research--topics include everything from how they got interested in their field, to how they define scholarship, to what they like best/least about their work, etc.

Required of 2nd year DBS & DES honors students

Every Fall Semester

LSC 410 **Variable credits**
Life Sciences Research

This course is for advanced majors who may wish to undertake directed research as a special course. Prerequisites: third-year standing with a minimum of a "B" average and permission of a faculty sponsor. A carefully prepared written plan of proposed research must be presented to and be approved by the instructor prior to registration.

LSC 475 **Variable credits**
Honors Research

In this course, honors students pursue independent research projects under the guidance of a faculty thesis advisor. Students learn appropriate research techniques, conduct an original project, and present a thesis in written and oral formats to an Honors examining committee. Students are eligible to enroll in this course once they have selected a faculty mentor and their thesis proposal is approved by the Honors Committee; typically students enroll in this course both semesters of their senior year.

Every Fall/Spring Semester

Literature

LIT 121 **2 semesters, 3 credits**
Literature, Nature, and Biology

This introductory course examines literature in connection with concepts in biology, chemistry and environmental studies. An important goal is to investigate the intrinsic value of literature as a way of knowing. Along with other critical methods, students study and apply mythopoeic analysis (which considers literature as the expression of human dreams and desires), as well as formal analysis. An important goal is to investigate the similarities and differences of literature and

science, and in this regard human relationship with the natural world is an important theme. Required for first year DES majors.

Management

MGT 101 **3 credits** **Introduction to Management**

Topics covered in this course are the nature of the economic system, organization and management, the individual and the small working group, and the essential skills of planning, staffing, organizing, decision-making and controlling. Projects and discussions include focus areas of general management.

MGT 210 **3 credits** **Communication Dynamics In Organizations**

This course is designed to introduce students to the dynamics of business communication, and how it affects organizational processes and outcomes. The course focuses on the improvement of work flow and business processes through communication systems within an organization. Prerequisite: ENG 110.

MGT 301 **3 credits** **Organizational Behavior**

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation. Prerequisite: MGT 101.

MGT 302 **3 credits** **Human Resource Management**

This course examines the basic personnel functions: recruitment, selection, placement, compensation, and training and career development of employees. Current government regulatory programs such as equal opportunity, health and safety standards, affirmative action and pension fund protection are analyzed. It develops behavioral theories of the workplace and the techniques of rational management of an organization's human resources. Prerequisite: MGT 301.

MGT 310 **3 credits** **Business and the Natural Environment**

This course reviews examples of the environmental problems attributed to industry and how they could have been averted. Time and study are devoted to examining ways some industries rectify, or could rectify, such situations. The effects of

regulation and social imperatives juxtaposed with economic imperatives which some businesses perceive as critical to their continued financial viability are explored in an effort to understand how the ongoing "business versus the environment" mind set arose. Means for changing business practices so that pollution accidents or continued mismanagement of the environment/business interface are explored. Prerequisites: ECO 203 and MGT 101.

MGT 312 **3 credits** **Entrepreneurship/Small Business Management**

The role of the small business firm in the American economy- its opportunity and pitfalls- is explored in depth. Attention is focused on the processes of starting a business, buying into a business and beginning a franchised operation. The essentials of financial planning and control and market strategy are stressed. Prerequisites: ACC 201, MGT 101, and MKT 101.

MGT 315 **3 credits** **Financial Management**

The role of the organization's financial officer is examined in this course. Primary emphasis is placed on the techniques of financial report analysis. Break-even analysis, working-capital management, and capital budgeting are also introduced. Prerequisites: MGT 101 and ACC 201.

MGT 320 **3 credits** **Marketing the Individual**

This course covers topics on how to market oneself, and once hired, how to succeed in one's new position. Topics discussed include: individual skill development in communication techniques, especially writing and presenting; the importance of one's own ethics (or values and beliefs) as demonstrated through one's behavior continues to grow; the consequences of failing to recognize the importance of ethics in guiding that behavior. Prerequisites: MGT 101 and MGT 301.

MGT 321 **3 credits** **Investment Management**

In this course, the student studies the various types of stocks, bonds, government obligations and commodities, including an analysis of the various markets for investments. The course emphasizes the methods of analyzing and evaluating the rate of return of the various investment vehicles presented. Each student develops, through analysis, a mock portfolio for presentation to the class. Prerequisite: MGT 315.

MGT 325 **3 credits** **Legal Environment of Business**

This course introduces students to the legal system, consumer laws, contracts, securities regulations, antitrust laws, labor laws, equal employment law, and environmental laws.

The course stresses the social responsibility of business and the legal and ethical framework in which business must function. Prerequisite: MGT 101.

MGT 335 **3 credits**
International Business

This course focuses on the global context of business and examines the following forces affecting international business: monetary systems, socio-cultural, political, legal, financial, labor, competitive and distributive, economic, marketing, market assessment and exporting. Prerequisites: ECO 203, MKT 101, and MGT 101.

MGT 360 **3 credits**
Leadership

This course focuses on the importance of leadership in today's teams and organizations, and addresses the development of leadership skills. Course components include: self-assessment of leadership, leadership theory and research, and leadership development. Strong connections are made between effective management and effective leadership. Prerequisite: MGT 301.

MGT 400 **3 credits**
Seminar on Special Topics in Management

This is an upper-level course for the exploration and analysis of traditional and contemporary topics in management. Topics and reading are determined based upon particular topics selected. Prerequisite: MGT 301.

MGT 401 **3 credits**
Administrative Policy & Strategy

This course examines organizational decision-making at the senior management level, focusing on strategic planning and its implementation. Students study current business strategies and the development of strategic plans in a variety of organizations. Prerequisites: senior standing, MGT 301, MGT 315, MGT 325, and MKT 101.

MGT 402 **3 credits**
Personal Finance

This course is designed to introduce students to the concepts, tools, and applications of personal finance and investments. Subject matter encompasses a variety of concepts related to financial planning, money management, insurance, investments, retirement planning, and estate planning. Students will develop a basic understanding of the benefits of personal financial planning and the logic behind the process. Prerequisite: third and fourth-year standing.

MGT 495 A & B **6 credits total**
Internship in Business Administration

The internship affords the student a part-time or full-time experience in the practical environment of a business organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a business organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship coordinator, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of the internship coordinator.

MGT 508 **3 credits**
Management and Business Principles

This survey course will explore a variety of management and business topics relevant to today's business managers, with a slant towards the management challenges of small business owners in fields related to the sciences. Topics to be covered will include an overview of the United States business environment; a discussion of the various forms of business organizations and other selected legal issues relating to business; the process of economic decision making; a summary of financial accounting and management accounting techniques; a review of income taxation; elements of business finance; topics in marketing; and basic human resource management. This course will rely heavily on problem solving and case studies to illustrate the theoretical concepts discussed. Prerequisites: senior or graduate standing and permission of the instructor.

MGT 509 **3 credits**
Management and Business Applications

This course will take the theoretical concepts developed in MGT 508 and create a practical discussion of how to apply them in the context of entrepreneurship as it relates to the sciences. Included is a detailed discussion of the component parts of a business plan and how a business plan is developed. Through the use of lectures and case studies, students will also be able to see how the management and business principles discussed in MGT 508 work their way into a cohesive action plan. Students will complete a basic business plan as part of the course requirements. Prerequisites: senior or graduate standing and permission of the instructor.

Marketing

MKT 101 **3 credits** **Introduction to Marketing**

This course focuses on the entire marketing system, the process by which goods and services are planned, priced, promoted and distributed. The relationship between marketing and other basic business activities is also covered. Students analyze existing organizational marketing plans and strategies.

MKT 301 **3 credits** **Services Marketing**

Students' knowledge and understanding of the unique characteristics of marketing in service industries are developed. Principles discussed enable the student to contribute to marketing decisions within many aspects of the service sector (health care, government, hospitality, tourism, etc.). The key differences between "product" and "service" are discussed, and the special challenges of marketing services explored. Service-based market planning, marketing mix, core marketing strategies and trends in services are the major concepts of the course. Prerequisite: MKT 101.

MKT 315 **3 credits** **Integrated Marketing Communications** **(Advertising)**

This course focuses on marketing communications from an integrated, unified perspective. The promotional elements that will be studied include advertising, sales promotion, direct marketing, interactive/internet communications, public relations and personal selling. Prerequisite: MKT 101.

MKT 325/SPT 325 **3 credits** **Sports Marketing**

See description in Sport Management section.

MKT 405 **3 credits** **Sales Management**

This course focuses on the unique challenges and opportunities presented in managing a sales operation. It examines effective marketing management practices as they relate to organizational policy and sales force management. Prerequisites: MKT 101 and MGT 301.

Mathematics

Effective fall 2002, MAT 020, MAT 021 and MAT 022 have been recoded as LAC 020, LAC 021 and LAC 022. Refer to Learning Assistance section of catalogue for course descriptions.

Core Requirements

All mathematics courses meet core requirement, except MAT 130 & MAT 470.

MAT 110 **3 credits** **Quantitative Reasoning**

This course is designed to develop students' logical, quantitative, and mathematical thinking skills, while exploring applications. The goals of the course are for students to be able to think critically about the mathematics of topics covered in the news, make decisions on quantitative issues in their lives and careers, and clearly explain their reasoning. The course will include topics such as the use and misuse of numbers, statistics in the media, group decision-making, and personal financial mathematics. Prerequisite: Successful completion of LAC 021 or mathematics placement level L3.

MAT 120 **3 credits** **Statistics**

This course is an introduction to decision-making in which students will learn how to apply standard methods of statistical analysis and interpret the results. Students are exposed to basic concepts of estimation and hypothesis-testing. Topics to be covered include descriptive statistics, probability, binomial and normal distributions, and the Student's t-distribution. Students will also learn to use a statistical software package for performing statistical analysis in this and other courses. Prerequisite: Successful completion of LAC 021 or mathematics placement level L3. Offered fall and spring semesters.

MAT 130 **3 credits** **Mathematics for Elementary School Teachers**

This course explores the topics encountered in elementary school mathematics and models the related teaching approaches. The goal of the course is to deepen conceptual understanding of mathematics while developing problem solving and communication skills. Topics include properties of the real number system, multi-base arithmetic, set theory, number theory, probability, statistics, measurement, and principles of geometry. This course is recommended for all Elementary Education majors because it covers many of the topics that appear on the mathematics portion of the teacher qualifying examination. Prerequisite: Successful completion of LAC 022 or mathematics placement level L4. Offered in the spring of odd numbered years. Does not fulfill core curriculum mathematics requirement.

MAT 150 **3 credits**

Statistics for the Life Sciences

This course is designed for life science majors. Students will apply principles of research design and statistical analysis to interpret data and draw conclusions about the results of experimental situations relevant to the life sciences. Topics include sampling, binomial and normal distributions, hypothesis testing, t-tests, chi-square, correlation, regression, and analysis of variance. Students will learn how to use statistical computer software to perform statistical analyses. Prerequisite: Successful completion of LAC 022 or mathematics placement level L4. Offered fall and spring semesters.

MAT 155 **4 credits**

Statistics and Research Methods for Physical Therapists

This course integrates the study of descriptive and inferential statistics with concepts and methods used in clinical research. Emphasis will be on the application and interpretation of the statistics commonly reported in the rehabilitation literature including: measures of central tendency and variation, correlation, confidence intervals, and parametric and non-parametric tests. Procedures will include t-tests, Wilcoxon Rank Sum and Signed-Rank tests, one-way analysis of variance, Kruskal-Wallis test, and simple linear regression. Students will use statistical software to calculate statistics and represent them graphically. Computers will also be used to access the literature of physical therapy and rehabilitation. Prerequisite: Physical therapy students in the professional phase of the physical therapy program, successful completion of LAC 022, or mathematics placement level L4, or permission of instructor. Offered spring semester.

MAT 180 **3 credits**

Precalculus

This course focuses on the study of functions. It provides the foundation for further study of mathematics and the sciences. The goal is to help students understand functional relationships, their properties, and some applications. Topics include a brief review of algebraic functions and graphing, followed by the study of exponential, logarithmic and trigonometric functions. Prerequisite: Successful completion of LAC 022 or mathematics placement level L4. Offered fall and spring semesters.

MAT 185 **3 credits**

Discrete Mathematics

This course provides an introduction to discrete mathematical processes with an experiential and problem-solving approach. Set theory, logic, graph theory, combinatorics, networks, and recursion are some of the topics that will be examined. Prerequisite: Concurrent enrollment in MAT 180 or mathematics placement at L5.

MAT 190 **4 credits**

Calculus I

This course focuses on the techniques and applications of differential calculus and introduces integral calculus. The goals are to enable students to understand that differentiation is a study of the rate of change of functions and to develop and analyze mathematical models for solving problems. Topics to be covered include limits, continuity, derivatives of algebraic, logarithmic, exponential, and trigonometric functions, applications of differentiation, and an introduction to integration. Prerequisite: Successful completion of MAT 180 with a grade of C- or better or mathematics placement level L5.

MAT 195 **4 credits**

Calculus II

This course focuses on the techniques and applications of integral calculus. The goal is to enable students to understand that integration is a study of infinite summation and to utilize this process in solving problems. Applications of differentiation and integration, differential equations, improper integration, and infinite sequences and series are some of the topics studied. Prerequisite: Successful completion of MAT 190.

MAT 200 **4 credits**

Calculus III

The focus of this course is the study of multivariable calculus. Major topics include vectors, lines, planes, limits, continuity, derivatives, and integrals of vector valued functions. Other topics may include: sequences and series; polar, cylindrical, spherical coordinates; partial directional derivatives; multiple line and surface integrals; the theorems of Greene and Stokes. A variety of applications will also be investigated. Technology will be used to investigate concepts and solve problems. Prerequisite: MAT 195. Offered in the fall of even numbered years.

MAT 210 **3 credits**

Differential Equations

This course introduces students to the theory and to solution techniques of some of the differential equations that model systems in the natural and social sciences. Topics include existence and uniqueness theorems, first and second order differential equations, vector matrix algebra, solution of linear systems of differential equations by Eigenvalue-Eigen-vector methods, series methods, Laplace transforms, boundary value problems. An introduction of partial differential equations, non-linear systems and chaotic dynamics will be discussed. Prerequisite: MAT 200. Offered in the spring.

MAT 220 **3 credits****Linear Algebra**

The goal of this course is to introduce students to the theory, techniques, and applications of linear algebra. Some of the topics include vectors, matrices, determinants, vector spaces, inner product spaces, linear transformations, Eigenvalues, Eigenvectors and quadratic forms. Applications to linear equations, conics, quadric surfaces, least squares approximation, Fourier series, and differential equations will be discussed. Technology will be used to investigate concepts and solve problems. Prerequisite: MAT 190. Offered in the spring.

MAT 230 **3 credits****Foundations of Mathematics**

This course prepares students for upper level mathematics courses and serves as an introduction to theoretical mathematics. The primary goal is to develop students' abilities to read, critique, construct, and write mathematical proofs. Topics include logic, set theory, relations, functions, cardinality, induction, recursion, and algebraic and geometric structures. Prerequisite: MAT 190. Offered in the fall.

MAT 240 **3 credits****Geometry**

This course provides a survey of modern approaches to Euclidean and non-Euclidean geometries in two and three dimensions. The axiomatic foundations of metric and transformational geometries, isometries, similarities, symmetric figures, scaling, measurement, dimension, geometric construction, dissection theory, and projective geometry are topics that may be examined. Technology will be used to investigate concepts. Prerequisite: MAT 180 or mathematics placement at L5. Offered in the spring of odd-numbered years.

MAT 250 **3 credits****The History of Mathematics**

The goal of this course is to introduce students to mathematical ideas from historical and social perspectives. The evolution of various mathematical disciplines will be studied while focusing on the underlying mathematical concepts. The contributions of noteworthy mathematicians and the ways in which new mathematical ideas shaped the course of history will be discussed. Prerequisite: MAT 180 or mathematics placement at L5. Offered in the fall of even-numbered years.

MAT 270 **3 credits****Mathematical Modeling**

This course focuses on the process of formulating problems in mathematical terms, solving the resulting models, interpreting results, and evaluating solutions. Examples will be chosen from the behavioral, biological, and physical sciences

and economics. The theoretical aspects of mathematical modeling will also be discussed. Technology will be used as a modeling tool. Prerequisite: MAT 180 or mathematics placement at L5. Offered in the fall.

MAT 310 **3 credits****Abstract Algebra**

This course is an introduction to algebraic systems, their properties, and the operations defined on those systems. The axioms for groups, group representational theory, and the properties of rings and fields will be examined. Prerequisite: MAT 230. Offered in the fall.

MAT 320 **3 credits****Probability**

This calculus-based course provides a solid foundation in mathematical probability. Topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. The binomial, Poisson, and normal probability distributions will be studied. Prerequisite: MAT 195. Offered in the fall.

MAT 322 **3 credits****Mathematical Statistics**

This course follows MAT 320, and focuses on the mathematical underpinnings and applications of statistics. Point and interval estimation and significance tests such as regression, analysis of variance, and likelihood methods are included. Hypothesis testing and statistical inference are used to form conclusions about a variety of research questions. Students will use at least one comprehensive statistical software package.

Prerequisite: MAT 320. Offered in the spring.

MAT 325 **3 credits****Statistics and Probability for Citizenship**

This course is an introduction to probability and statistics focusing on data analysis and real applications while modeling secondary mathematics teaching methods. Topics include set theory, counting, sampling, graphic representation, measures of central tendency and variability, the normal distribution, correlation, linear modeling, and prediction. Examples are drawn from games of chance, the media, demographic data, and experiments conducted in the classroom. Students will study the role of probability and statistics in opinion polling and advertising, situations where statistics may be used to form erroneous conclusions, and other applications relevant to functioning as citizens in society. This course does not serve as a prerequisite to research methods courses in other disciplines. Prerequisite: LAC 022 or mathematics placement at L4.

MAT 400 **3 credits**

Real Analysis

This course introduces students to a rigorous study of functions of a real variable and related topology of the real line. The concepts of limits, continuity, differentiation, integration, infinite series, sequences and uniform convergence will be discussed. Prerequisites: MAT 200 and MAT 230.

MAT 410 **3 credits**

Complex Analysis

This course provides the students with a rigorous study of functions of a complex variable. Topics may include: the algebra, geometry, and topology of complex numbers; differentiation of functions of a complex variable; the Cauchy-Riemann equations; contour integration; Taylor and Laurent series; Cauchy residue theorem; harmonic functions; conformal mapping. Applications related to pure and applied mathematics will be examined. Prerequisites: MAT 200 and MAT 230.

MAT 420 **3 credits**

The Theory of Numbers

This course provides a foundation in elementary number theory by tracing its historical development and studying the contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime number factorization, number theoretic functions, perfect numbers, Mersenne primes, Fermat's theorem, and its consequences, congruence, the law of quadratic reciprocity, the problem of unique factorization in various number systems, integer solutions to algebraic equations, and primes in arithmetic progression are among the topics to be discussed. Prerequisite: MAT 220.

MAT 470 **3 credits**

Mathematics Education Research Seminar

The goal of this course is to create a scholarly atmosphere in which students and faculty engage in discussions and exploration of pertinent topics in mathematics education research. Topics may include research focusing on areas such as student or teacher learning and philosophical, constructivist, or cross-cultural perspectives related to the teaching and learning of mathematics. Prerequisite: Permission of the instructor and six MAT courses numbered 190 or higher. Does not fulfill core curriculum mathematics requirement.

MAT 480 **3 credits**

Mathematics Research Seminar

This course is designed to create a scholarly atmosphere in which students and faculty engage in discussions and explorations of interesting mathematical topics. Students will present the results of their research in seminar talks and critique talks of their classmates. Topics vary by semester, depending upon the expertise of the instructor and the interest of participants. Prerequisites: Permission of the instructor and six MAT courses numbered 200 or higher.

MAT 490 **3 credits**

Topics in Mathematics

The goal of this course is to provide students an opportunity not offered in the regular curriculum for in-depth study of advanced topics in one of the following areas: geometry, algebra, analysis, probability, statistics, differential equations, numerical analysis, number theory, applied mathematics, mathematical biology, or one of mutual interest to student and faculty. Prerequisite: Permission of the instructor. Offered as needed.

Microcomputer Systems

MCS 100 **3 credits**

Introduction to Microcomputer Software

This course provides an introduction to microcomputers and their software. Students learn to use and apply a basic suite of software tools, including spreadsheets, databases, presentation graphics, statistics, word processing, and electronic mail. Topics may also include Internet tools.

MCS 102 **3 credits**

Introduction to the Internet and World Wide Web

This course explores the virtual world of the Internet, focusing on the World Wide Web and its unique communication potential. The goal of the course is to enable students to construct their own Web pages using an HTML editor, to learn about imaging, animation and multimedia uses of the Web. This course is for the curious beginner who has sufficient computer experience to feel comfortable learning new computer concepts.

MCS 105 **1 credit**

Computer Literacy

This basic computer course provides the student with an opportunity to become familiar with IBM compatible computers. Students learn the basics of using the operating system, word processing and the Internet.

Music

MUS 101 **3 credits**

Introduction to Music

A beginning course for the listener, introducing the elements of melody, rhythm, harmony, texture, timbre, and form as found in the folk, popular, and art music of many cultures.

MUS 110 **3 credits**
World Music

An in depth examination of several world music cultures. Students will develop skills in listening, analysis, writing, and critical thinking as it relates to the music periods we will examine. In addition, the course will discuss issues of cross-cultural communication. Open to all students. No prior experience in music is required.

Nursing

The Implementation of nursing core courses will be from simple to complex and is evidenced by the student's integration of theory into practice at all levels.

NSG 100 **6 credits**
Fundamentals of Nursing

This course is designed to introduce the student to the concepts basic to nursing practice and to the role of the nurse as a member of the interdisciplinary team. The student begins to identify the changes in the current health care system and explores the legal and ethical parameters of nursing. Using Maslow's Hierarchy of Need Theory as a framework, the student begins to develop the holistic assessment skills that are the basis of nursing practice. In addition, nursing skills are practiced in the learning laboratory where competency is evaluated. These skills are then applied in structured and supervised client care experiences. Prerequisites: BIO 208 and PSY 105 must be completed or taken concurrently.

NSG 101 **9 credits**
Nursing I

This course further develops the student's knowledge of nursing and the concept of health care in a changing society. The student, while participating as a member of the interdisciplinary team, begins to use the nursing process in assisting clients of varying ages and with common health problems to meet basic needs. Skills development and practice are continued in the learning laboratory prior to application in a variety of clinical settings. Prerequisites: Satisfactory completion of NSG 100. PSY 105, 220 and BIO 209 must be completed or taken concurrently.

NSG 201 **10 credits**
Nursing II

This course is designed to provide opportunity for the student to care for clients who have more complex physical problems. Nursing skills continue to be learned in the nursing lab. Students apply the nursing process, critical thinking, and nursing skills, as they participate as a member of an interdisciplinary

team to meet the nursing needs of clients in a variety of clinical settings. Prerequisites: Satisfactory completion NSG 101. BIO 226 and PSY 270 must be completed or taken concurrently.

NSG 203 Nursing III **3 credits**
NSG 203A

Maternity Nursing

NSG 203B **3 credits**

Psychiatric Nursing

NSG 203C **3 credits**

Pediatric Nursing

This course is composed of three separate areas of specialized study, challenging students to expand their ability to apply nursing process and learn new skills while participating and collaborating as a member of the interdisciplinary health care team. Each section of the course is designed to introduce the students to the nursing care of clients undergoing life changes throughout their life span in institutional and community settings. Students continue to develop the management skills, and ethical and legal insight needed for the care of individuals and families with selected physical and psychosocial problems. Prerequisites: NSG 201, BIO 226, and PSY 270.

NSG 211 **3 credits**
Dimensions of Nursing

This seminar course facilitates the transition to the role of registered nurse. The student will acquire new knowledge about topics important to the nursing profession (i.e. transition to practice, cultural diversity, professional ethics, legal aspects, and the impact of technology on nursing) through independent and interdependent study, and through active class participation. The seminar's learning format is designed to foster self and professional development, and a commitment to lifelong learning. Prerequisite: NSG 203 must be taken concurrently.

NSG 301 **3 credits**
Nursing Theory

This course is designed to introduce the student to Patricia Benner's "Novice to Expert" nursing model and give an overview of major nursing theories. The student is exposed to how nursing theories/ models function as a framework for nursing practice and nursing research. Open to RN to BSN students.

NSG 302 **3 credits**
Health Assessment

This course is designed to assist students in acquiring increased skills in health assessment as a basis for collaborative nursing in the diagnostic and monitoring domain of nursing practice.

The students become familiar with techniques of physical assessment and use appropriate terminology to describe assessment findings. Normal findings and changes are presented. Open to RN to BSN students, and second year UNE associate degree students with permission of the instructor.

NSG 303 **3 credits**
Rehabilitation Nursing

This course is designed to focus the student's understanding of the functional health of clients and families. It is taken concurrently with the Health Assessment course in order to validate functional health with physical findings to support a nursing diagnosis. The students are also sensitized to the attitudinal, physical and architectural barriers that our society places on persons with disabilities and chronic illness. Open to RN to BSN students.

NSG 304 **3 credits**
Families in Crisis

This course is designed to assist students in developing a plan of care for various families in crisis. Family Theory, crisis intervention and case management are covered. Classroom experiences focus on concepts relating to families in crisis as they present in various health care settings. Prerequisites: Successful completion of NSG 301, 302, 303, or permission of the instructor.

NSG 305 **3 credits**
Health Education in the Community

This course is designed to introduce the student to principles of teaching and learning within community health education. Theories and principles of adult education are covered, as well as strategies for teaching diverse groups of learners. Skills in presentation development, preparation, modular development and the use of multi media aids are covered. Prerequisites: NSG 301. This course is also open to senior dental hygiene students with permission of faculty.

NSG 306/HSM 302 **3 credits**
**Health Services Delivery Systems/
Health Care Systems**

An examination of the major components of contemporary health care delivery systems is undertaken in this course. The course analyzes the health services delivery system from both the micro and macro approaches, examining the financial, legal, health, economic, political, educational/training, human resource, administrative, and social implications of the system. The impact of policy and policy changes is studied.

NSG 326 **4 credits**
Nursing Care of the Child-Bearing Family

Students are introduced to the provision of nursing care to the family through participation in the childbearing experience. Content centers on the nursing care during the prenatal, labor and delivery, and post-partum periods. Particular emphasis is placed on working with women with child-bearing concerns and the newborn infant. Prerequisite: Successful completion of fall semester third year level nursing courses, or permission of the faculty.

NSG 333 **3 credits**
Gerontology for Health Care Professionals

The focus of this course is grounded in bio-psycho-social, and spiritual aspects of the elderly population based on current and projected demographics. Analytical evaluation of the theories of aging and a critical review of elders' lives in America are explored through the topics of ageism, pharmacology, nutrition, sexuality, death and dying, law, ethics, economics, and health as these relate to usual aging. The course design supports elders' voices through service learning, readings, and life review interviews. Prerequisite: Previous elder experience preferred.

NSG 340 **3 credits**
Alternatives for Healing

A presentation of the theories of the interconnectedness of body, mind, spirit, the relationship of illness in the person and in society to this connectedness. The course reviews the varied definitions of health and past and current methods of healing illness. The course compares the current traditional Western model for health and healing with non-traditional and Eastern methods currently available in the United States. Prerequisites: BIO 208, 209, PSY 105, successful completion of second year, or permission of the faculty. This course is also open to non-nursing majors.

NSG 401 **3 credits**
Nursing Research Methods

This course is designed to provide students with the basic theory and critical thinking skills necessary to analyze critique and evaluate nursing research. Quantitative and qualitative methodologies are discussed. Exploration of related literature and completion of various aspects of the research process enhance the students understanding of the interrelationship between nursing research in the domains of Nursing practice. (Equivalent to NSG 350). Prerequisites: MAT 200 and successful completion of all NSG 300 courses.

NSG 402 **6 credits**
Community Health Nursing

The concept of the community as a client is introduced in this course, with the nurse seen as accountable to society & having impact on other professions. Principles of public health, community health, societal health and public policy are the focus of the community-based didactic and clinical experience. Prerequisites: Successful completion of all NSG 300 courses.

NSG 403 **6 credits**
**Leadership and Management in Nursing:
Theory and Practicum**

This course offers students the opportunity to identify, explore, and develop their personal leadership/management potential. The major leadership and management theories are identified and applied. Didactic and clinical experiences focus on allocation of resources, communication, conflict resolution, delegation and the process of total quality management. The focus of clinical component is on the application of leadership/management theory and skills in various nursing practice settings. Prerequisites: Successful completion of all NSG 300 courses.

NSG 412 **3 credits**
Peri-Operative Nursing

Using General Systems Theory, this course is designed to introduce the student to the role of the nurse in the peri-operative setting and to have the knowledge and skills necessary to knowledgeably begin a perceptored surgical unit orientation. Following the natural progression of the peri-operative event, the course will provide the theoretical and conceptual underpinnings relevant to the pre-op, intra-op, and post-op phases with greatest emphasis on the intra-op phase. Theoretical and practical application of the nurse's role through classroom discussion and, using an actual operating room setting, laboratory learning activities. Areas of content include patient education, documentation, case management, ethical/legal considerations, safety, elements of professional practice, and technical aspects in the care of the surgical patient. Prerequisites: RN with current licensure or completion of ADN or BSN adult health nursing courses.

NSG 421 **5 credits**
Nursing with Groups and Communities

The course emphasizes the community as the client. Community assessment, epidemiology, and health planning for communities and special population groups are the foci. Students diagnose and manage groups and communities with potential or actual health needs, examine research findings relative to health promotion, maintenance and restoration of health, and apply the theoretical concept of levels of prevention to identified populations. Prerequisite: Successful completion of third year or permission of the faculty.

NSG 422 **2 credits**
Nursing Symposium

The focus of this course is on analyzing contemporary issues and trends, which affect the nursing profession and health care. Consideration is given to economical, historical, legal, ethical, and social forces affecting the role of the nurse. The student has the opportunity for in-depth exploration of one or more contemporary issues and trends in order to examine the projected effects on clients, the profession of nursing and the individual nurse. Prerequisites: Successful completion of fall semester fourth year level nursing courses or permission of faculty.

NSG 450 **6 credits**
Leadership in Professional Nursing

This course emphasizes leadership effectiveness by providing a grounding in the theory and principles of leadership, management, and change. Distinctions are examined regarding the similarities and differences between leadership and management. Focus is on the nurse as a change agent and the nurse's wise use of power. In addition, the course emphasizes the nurse's ability to envision future goals and directions, motivate staff, and provide organizational direction and leadership. The course takes into account the rapidly changing health care environment and patient delivery systems. Specific skills in facilitating groups, chairing meetings, budgeting and delegating are explored and applied. Based on an assessment of their own learning needs, students participate in a clinically based role transition experience. Prerequisites: Successful of fall semester of fourth year level nursing courses or permission of faculty.

NSG 455 **3 credits**
Case Management

This course explores the roles of the nurse case manager as a catalyst, problem solver, and educator in a variety of settings. The influence of insurance and health benefits plans will be discussed in light of legal and ethical responsibilities of the nurse case manager. The case management procedures of communications, work process, integrated management and role of the nurse case manager in a variety consulting roles will be highlighted. Prerequisites: Successful completion of all NSG 300 courses, or approval by instructor.

Occupational Therapy

Courses under development and subject to change.

OTR 201 **4 Credits** **Introduction to Occupational Therapy**

(University Campus Only)

Introduction to concepts of occupational therapy including history of the profession, beginning activity analysis, medical terminology, basic physical evaluation techniques (range of motion, manual muscle testing), transfers and mental health concepts. Includes credits for volunteer experience.

OTR 301 **3 credits** **Occupational Therapy: Foundations of Practice**

(University Campus Only)

This is an introductory course in the conceptual foundation of occupational therapy. How humans engage in occupation and how abilities, changes in health status, and environments impact on occupational performance are examined. The teaching of critical thinking is integrated in this course.

OTR 302 **3 credits** **Analysis of Occupational Performance**

(University Campus Only)

Analysis of tasks and skills used in the performance of daily occupations. The primary roles and functions of an occupational therapist in evaluation will be introduced. Impact of culture, values, attitudes, and environment on occupational performance is discussed. Third-year status, OTs only.

OTR 303 **2 credits** **Gerontics**

(University Campus Only)

This course complements and integrates with OTR 301 (theory), OTR 302 (activities), and OTR 350 (Community Practicum) by introducing the student to the demographics and heterogeneity of the growing elderly population. Health and wellness concepts and sensitivity to the aging issues the elderly face are stressed. Students will explore strategies to help the elders deal with physical, social, emotional, and spiritual losses, and fulfill their valued occupational roles. Third-year status.

OTR 310 **2 credits** **Kinesiology**

(University Campus Only)

An in-depth analysis of human motion with an emphasis on biomechanics and total patterns of movement.

OTR 311 **6 credits** **Developmental Theory, Intervention, and Conditions**

(University Campus Only)

The student learns concepts of typical and atypical neurological growth and development from infancy through young adulthood. Pathological conditions of developmental disabilities, e.g., cerebral palsy, Down syndrome, and autism are discussed. OT theory and intervention planning are presented. Third-year status, OT's only.

OTR 312 **3 credits** **Developmental Evaluation and Practice**

(University Campus Only)

Provides exposure to and experience with Occupational Therapy evaluations activities and documentation for the client with neurodevelopmental conditions. Third-year status, OT's only.

OTR 316 **3 credits** **Research Methods**

(University Campus Only)

Integrates the basic statistical concepts necessary to read and understand research and applies statistical processes to health science related data bases. An overview of research designs will be presented and students will critique research in occupational therapy. Students will write to learn through writing modules

OTR 350 **1 credit** **Community Practicum I**

(University Campus Only)

Provides an introduction to professional behavior, the changing role of occupation with the elderly, and the importance of activity in the maintenance of wellness. Experience is gained with observation, interviewing, initial assessment, activity analysis and planning, and beginning documentation. Reflection on field-based experience is elicited. Class presentations and discussions promote integration of theory and experience.

OTR 351 **2 credits** **Community Practicum II**

(University Campus Only)

Continues to reinforce professional behavior and provides a structured field-based setting to emphasize the role of OT with neurodevelopmentally handicapped clients. Opportunities for reflection and integration of classroom and fieldwork information are offered while learning about values, laws, and practice pertaining to OT in the schools and with preschoolers. Documentation of progress is stressed.

OTR 352 **1 credit**
**Seminar I: Introduction to
 Communication**

(University Campus Only)

Listening skills are emphasized as students engage in dialogue about gender, race, class, culture, age, ability and sexual preference. Listening partnerships, team building and conflict resolution skills are developed as a basis for effective communication with peers, clients and professionals of diverse backgrounds. Group process is introduced.

OTR 353 **1 credit**
**Seminar II: Group Process and Leadership
 Seminar**

(University Campus Only)

Theories about group process will be emphasized. Experiential activities, including a challenge experience, will highlight group dynamics and be used to improve effectiveness as a leader. The therapeutic use of self and the OT evaluation and treatment planning process related to groups will be further emphasized.

OTR 401 **4 credits**
Occupational Therapy: Physical Functioning

(University Campus Only)

Occupational therapy intervention strategies for clients with physical dysfunction and adults with neurological problems are explored. The student has the opportunity to integrate knowledge of clinical conditions with the selection of appropriate assessment and treatment modalities for a variety of clients. The student will use documentation and treatment planning for all stages of occupational therapy. Fourth-year status, OT's only.

OTR 402 **7 credits**
**Physical Functioning:
 Conditions, Evaluations and Interventions**

(University Campus Only)

This is a fourth-year level course designed to familiarize the student with people who have been diagnosed with common conditions encountered as well as standardized and non-standardized assessments used in physical disabilities settings. The student will achieve entry-level competency in selecting areas to be assessed, conducting the evaluation and documenting the results of these assessments. Students will also achieve entry-level competency in treatment planning and intervention encompassing the biopsychosocial aspects of intervention and the grading of activities. Fourth-year status.

OTR 410 **3 credits**
Ethics

This course will survey some major ethical theories and consider their application to contemporary issues. Among the topics to be considered are the nature of the good life, the basis of moral obligation, the sources of moral values, and the nature of moral reasoning.

OTR 411 **3 credits**
Occupational Therapy: Mental Health

(University Campus Only)

This course explores mental health from an OT perspective. The origins of psychotherapy are traced with an emphasis on psychosocial frames of reference in OT. Students will become familiar with DSMIV. Information on the positive and negative effects of psychiatric medications are presented. Client-centered practice will be emphasized. Fourth-year status, OT's only.

OTR 412 **2 credits**
Mental Health Evaluation and Interventions

(University Campus Only)

The evaluation process, treatment planning, implementation, and documentation in psychosocial occupational therapy are emphasized. Laboratory activities provide practical experience in the use of evaluation tools and treatment interventions. Fourth-year status, OT students only.

OTR 415 **2 credits**
Physical Dysfunction: Universal Access

(University Campus Only)

The student will be exposed to a range of assistive and technological interventions for clients experiencing a broad range of challenges in self care, work and leisure.

OTR 421 **3 credits**
Health Care Management and Delivery

(University Campus Only)

This course explores theories and application of management activities, including personnel relations, supervision, administration, budgeting, planning, organizing and operating a department in a variety of health care settings. It also focuses on the complex mixture of separate subsystems which currently exist in the U.S. health care system. Its purpose is to examine the current issues and trends in health care and to prepare the student for future change in the delivery of occupational therapy services within a wide range of health care and community systems. This course also provides the opportunity for the student to examine his/her responsibility as a change agent and explore the various avenues that create change. Occupation is reinforced as the cornerstone of practice.

OTR 450 **2 credits**
Community Practicum III

(University Campus Only)

Provides a structured field-based setting to emphasize the role of OT with physically handicapped clients. Stress is placed on the therapeutic use of activities to promote adaptation to disabling conditions. A weekly seminar is held to discuss issues related to the practicum.

OTR 451 **2 credits**
Community Practicum IV

(University Campus Only)

Provides a structured field-based setting with opportunity for students to observe or participate in formal or informal assessment and begin to formulate treatment goals and objectives with mental health clients. Students attend a weekly seminar to discuss issues related to the practicum. Alternate mental health sites and delivery patterns are also utilized.

OTR 452 **2 credits**
Seminar III: Problem-Based Learning with Physical Dysfunction

(University Campus Only)

Emphasizing occupational therapy for clients with physical dysfunction, students will participate in problem-based learning groups. The goal is to facilitate the integration of knowledge, theory and skills in the provision of occupational therapy.

OTR 453 **2 credits**
Seminar IV: Problem-Based Learning with Mental Health

(University Campus Only)

Continuing the problem-based model of learning, the emphasis in this semester is occupational therapy for clients with mental health issues and psychiatric disabilities. Students will engage in case formulation which will articulate their professional knowledge, theory and skills in the provision of occupational therapy services.

OTR 500, 501, 502 **6 credits each**
Fieldwork IIA, IIB, IIC

(University Campus Only)

Supervised full-time three months OT clinical experience in approved centers throughout the United States. I & II are required, III is optional.

OTR 503 **1 credits**
Fieldwork II Integration Seminar

(Westbrook College Campus Only)

This course serves as the academic integration of the six months of Fieldwork (FW) II. As FW is completed at numerous sites nationally, this component gives students a common academic requirement to tie FW more intentionally to the curriculum. Assignments are done during FW, class meets as a seminar during the spring semester. Prerequisite: successful completion of OTR 500. Grade in course is awarded after successful completion of OTR 501 and required academic assignments. Students also use this course to develop their Individual Learning Plan of study for the Masters semesters, and do a capstone presentation on their learning.

OTR 505 **4 credits**
Advanced Practice Seminars

(Westbrook College Campus Only)

The graduate problem-based seminar is designed to develop clinical reasoning skills and skills of evidence based practice. Students will use cases or clinical problems to explore and analyze best practice methods in their identified area. This required course is structured to utilize problem-based learning methodology and as such will be student driven and facilitate open dialogue.

OTR 516 (I), 517 (II) **I=2 credits, II=3 credits**
Research Project I and II

(University Campus Only)

The student is required to plan, get approval and carry out an original small group research project. Goals are to increase awareness of the necessity of research and increase the ability to do research to validate the profession of OT based on third-year level Research Methods. Fourth-year status, OT only.

OTR 518 **4 credits**
MS Project and Integrating Research in Practice

(Westbrook College Campus Only)

Preparation of the fourth-year research project for publication or completion of an equivalent clinical project. Course includes analysis of how research relates to changes in practice, reimbursement, quality assurance, therapist's continuing competency, etc. Single subject research design as a means to increase treatment efficacy will also be highlighted.

OTR 530 **3-4 credits**
Advanced Therapeutics - Professional Electives

(Westbrook College Campus Only) May Term

Presents a series of short seminars on advanced topics. Students choose three to four from among eight to ten offerings per semester from such topics as: advanced splinting, NDT

handling, gerontic treatment, neonatal assessment, consultation, manual therapy, hand therapy, private practice, advanced sensory integration, sign language, OT in the school system, etc. 5th year status, OT's only. Course is designed as a directed study based on identified learning needs and an individual learning plan, and includes an integrating seminar.

OTR 550 **4 credits**
Delivery Systems: The Realities of Practice

(Westbrook College Campus Only)

Delivery systems will be readdressed from the outlook of one who has gained experience in practice. What was learned in fieldwork will be applied to more closely scrutinize, define, and integrate OT's roles, with a particular emphasis on non-traditional ones, in practice. Students will be asked to design a role (create a job) within one of these newly identified arenas. Ideally this position will be a natural extension of the plan for professional growth they have already created for themselves, as well as the program plan completed in the senior year.

OTR 580 **3 credits**
Directed Study

(Westbrook College Campus Only)

Graduate students at the University maybe provided the opportunity for Directed/Independent Studies. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project or a reading program. A learning plan should be carefully worked out by the student in consultation with the professor under whose direction it will be carried out. Contracts must be approved by the supervising professor, the chair/director of the department/program, the academic dean, and submitted to the Registrar's Office upon registration.

OTR courses under development and subject to change.

Graduate Elective

Electives are available in other graduate programs including Masters of Social Work. Election will be approved based on the student's individual learning objectives.

Organizational Leadership

(Degree Program Offered only on Westbrook College Campus)

OLP 210 **3 credits**
Competencies and Career Development

This course is designed to help students develop a conceptual framework for a plan of action for taking charge. Readings and

discussions focus on the historical and current context of work and career development and its implications for both organizations and individuals. Individual and group projects help students refine and apply their insights regarding work and career development. In addition, cooperative learning processes help students add to each other's knowledge, develop teamwork skills and complete learning projects.

OLP 220 **3 credits**
Adult Development and Learning

This course in adult development and learning is intended to help students develop a conceptual framework to use in creating and evaluating learning experiences for adults. Readings explore subjects such as brain-based learning; various concepts of intelligence; major theoretical orientations to learning, including behaviorist, cognitivist, humanist, and social learning; theories of personality and moral development; and the social context of adult development. Prerequisite: OLP 210 or permission of instructor.

OLP 230 **3 credits**
Leadership and Diversity

This course is built upon the fact that for a variety of reasons, including the economic value of developing a collaborative workplace, leaders in organizations require expertise in the management of diversity. Students explore the management of diversity in terms of what it means in a practical sense for an organization should address both inside and outside the organization. e.g., issues pertaining to policies and practices affecting an organization's employees and issues affecting an organization's relationship with customers or clients. Prerequisite: OLP 220 or permission of instructor.

OLP 240 **3 credits**
Business and Society

This course explores the interaction between the private enterprise system and the various elements of society: government, consumers, employees and the diverse constituencies of a multi cultural society and multi cultural world. Emphasis is given to the origin and evolution of the corporation, the legal environment in which it operates, the nature of its social responsibility and potential ethical and social conflicts faced by individuals within business organizations. Prerequisite: OLP 230 or permission of instructor.

OLP 245 **3 credits**
Social Psychology in the Workplace

This course covers social psychology as the scientific study of how people think about, influence and relate to one another within the organizational context. It is designed to help the student apply principles from social psychology to work settings, and to understand the nature of relationships in the work setting. Prerequisite: OLP 230 or permission of instructor.

OLP 250 **3 credits**
Communication Dynamics in Organizations

The course is designed to help students understand how the dynamics of communication affect organizational processes and outcomes. The course focuses on the improvement of work flow and business processes through communication systems and the interplay between data systems and the organization. Each student develops a case study of the communication dynamics in his or her organization.

OLP 315 **3 credits**
Organizational Behavior

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation. Prerequisite: OLP 245; OLP 250.

OLP 325 **3 credits**
Group Dynamics and Team-Building

This course focuses on groups in the workplace and the important role they play. It examines factors within an organization that affect group functioning; alternative methods to structure teams in the workplace; group processes, including how they influence performance and how to manage them for results; and, group development processes. Prerequisite: OLP 245; OLP 250; OLP 315.

OLP 340 **3 credits**
Organizational Leadership

This course examines how the decentralized forms of work organization require people at every level of an organization to assume leadership roles. Traditional and emerging theories of leadership are explored for their usefulness in developing effective leadership approaches in a variety of contexts. In addition to using prepared case studies of leaders, students develop case studies for analysis. Prerequisite: OLP 450.

OLP 441 **3 credits**
Organizational Change

This course examines how in order to stay competitive, organizations are required to anticipate and effect change and continuous improvement. Students explore and analyze the process of change from several perspectives, including economic, social, technological and political changes affecting organizations and the specific processes organizations use to anticipate and respond to change. Prerequisite: CC 304; CC 306; CC 307; ECO 100; OLP 325.

OLP 450 **3 credits**
Organizational Planning and Decision-Making

In this course, students analyze the traditional models of planning and decision-making utilized for meeting the competitive standards of the global economy. Students examine how organizations develop long-term strategic plans in a highly dynamic environment, including current approaches to market research. Students will also analyze organizations' experiences in decentralizing planning and decision-making. Prerequisite: OLP 441

OLP 460 **1-6 credits**
Workplace Research

As organizations aim for higher effectiveness and productivity, the need to take a fresh look at how well the organization functions becomes increasingly more critical. Organizational research can fulfill this need. This course will cover selected quantitative and qualitative methods or data collection aimed at organizational and/or workgroup improvement. Methodology selection, implementation, and analysis, as well as effective feedback to the organization, are discussed. Participatory methods are emphasized. Students will apply research methodologies in an organizational setting. Prerequisites: completion of I-III course sequences and permission of the Program Director.

OLP 490 **Variable credit (1-6)**
Advanced Studies in Organizational Leadership

This course will address topics pertinent to the students' interest under the guidance of the faculty. Students must have the approval of the Program Director and faculty sponsor by providing a detailed description of the proposed project, including the following: learning objectives, a description of learning activities, two comprehensive bibliography, and a learning assessment plan.

OLP 495 **3 credits**
Leadership Practicum

The Leadership Practicum is the culmination experience for students completing the Organizational Leadership curriculum. The Practicum provides students with an opportunity to apply their knowledge of leadership to the investigation of a significant problem in their organizations. Upon completing the project, developed in the form of a case study, each student gives a public presentation describing the study and its outcomes. Prerequisite: OLP 460.

Philosophy

PHI 100 **3 credits** **Problems of Philosophy**

Reading from both philosophical and literary sources will be used as a basis for class discussion of such questions as the nature of philosophical inquiry, the nature of reality, the definition of moral values, the problem of how it is possible to know and experience the world, and whether life has meaning.

PHI 120 **3 credits** **Living the Good Life**

From the beginning, philosophers have been concerned with both defining and living the good life. Beginning with Socrates, who believed that the unexamined life is not worth living, this course will look at how some philosophers have answered such questions as what makes life good, how a human life ought to be lived, what makes it worth living, and whether it has any meaning. Readings from the non-Western philosophical tradition will also be included.

PHI 125 **3 credits** **Friendship, Love, Marriage, and Sex**

This course will investigate conceptual and moral issues concerning personal relationships — friendship, love, sex, and marriage. A study of the conceptual issues will involve a consideration of what these relationships are: What is friendship? What is love? Are some concepts of friendship better than others? Thinking about moral issues is thinking about what is right and what is wrong: Should we lie for a friend? Is premarital sex wrong? What about adultery and pornography?

PHI 150 **3 credits** **Critical Thinking**

The course focuses on developing and strengthening thinking skills. Skills of analysis, clarification and elaboration, skills of judging the reliability of observations and sources of information, skills requiring the use of evidence, skills of decision making and problem solving and creative thinking skills are discussed and practiced. Students apply these skills to their lives and to other courses.

PHI 160 **3 credits** **Science, Pseudo Science, and Weird Ideas**

This course focuses on the variety of ideas at the fringe of science, such as theories of ancient astronauts, UFO's, the healing power of crystals, New Age cures, and ghosts, but its goal is to improve critical thinking skills. Students will consider what knowledge is and examine differences between science, myth, ethics, religion, and other human enterprises. The course will focus on identifying and evaluating patterns of reasoning used in these less tradition subjects.

PHI 220 **3 credits** **Individual and Society**

What does the individual owe to society? What does society owe the individual? Are we social beings by nature, or is there a basic conflict between the individual and society? How do we balance individual rights against obligations to the community? When should the individual withdraw obedience to legal authority? This course looks at how philosophers and others have interpreted questions such as these.

PHI 240 **3 credits** **Mind, Body and Death**

After consideration of how and if one can investigate such abstract issues, the course focuses upon several fundamental philosophical questions: What is the mind? Is it the brain or something more spiritual in nature? Is there life after death? Can a machine be conscious? Do animals have minds? In the face of what science tells us about the causes of our behavior, do we have free will and can we be held morally responsible for our actions. We will begin by reading Descartes.

PHI 304 **3 credits** **Social and Political Philosophy**

This course will discuss the nature and origin of the state, the conflict between freedom and equality, individual rights and social responsibility, power and authority, social and economic justice, and civil disobedience and terrorism.

PHI 307 **3 credits** **Problems in Metaphysics**

What is the nature of reality? Is it mental or material? Is there a God? Is there life after death? What am I *really*? A body? A mind? Is there a meaning to life? This course will examine how selected philosophers have answered questions such as these.

PHI 310 **3 credits** **Thinking Critically About Moral Problems**

Students in this course discuss and debate a variety of moral issues and problems. Is infant euthanasia ethical? Should surrogate motherhood be allowed? Do animals have rights? Who should pay for smokers' health care? Is the death penalty just? The focus of the course is on the thinking process, that is, on how to think clearly, reasonably and reflectively about such issues.

PHI 315 **3 credits** **Health Care Ethics**

This course is a survey of major ethical issues in health care from the beginning of life to the end of life. Issues include abortion, infanticide, reproductive technologies and genetics, euthanasia, assisted suicide, access to health care, allocation of scarce health resources, organ transplants, and the

relationship between practitioners and patients. In discussing these issues, emphasis will be placed on broad principles of ethical decision-making.

PHI 320 **3 credits**
Readings in History and Philosophy of Science

This is a course for students who want to read and think seriously about the history, nature and methodology of science. Possible topics include: Galileo and the Scientific Revolution in the 17th century, the conflict between science and religion, objectivity in science, the role of social context in the production of scientific knowledge, woman and science, science and racism, and ethics and science.

PHI 325 **3 credits**
Topics of Philosophy

This course deals with special philosophical issues. Possible topics are American Philosophy, Ethics and the Health Professions, Logic and Language, Theories of Knowledge and Truth, Galileo, Human Alienation, Philosophies of Nature and Thinking Critically about Truman's Decision to Drop the Bomb on Hiroshima.

PHI 330 **3 credits**
Environmental Philosophy

Do we have responsibilities to future generations, to animals, to endangered species, to wild places? How have we come to view nature as we do? Is nature "there" for human benefit? Is economic and technological development the cause of environmental problems or the solution to them? How should the earth's resources be shared? What if everyone lived like us? These questions will be addressed through an exploration of the various schools of environmental philosophy.

Physics

PHY 200 **4 credits**
General Physics I

The first course in an algebra-based two-semester sequence covering the major areas of physics. Major topics include kinematics and mechanics, energy, and fluids. Understanding of concepts is built through guided-discovery laboratory sessions. Prerequisite: MAT 180 or equivalent, or placement into MAT 190.

PHY 201 **4 credits**
General Physics II

A continuation of PHY 200, concentrating on topics including electricity, magnetism, waves, sound, light, and quantum mechanics. A weekly guided-discovery laboratory session is included. Prerequisite: Grade of C- or better in PHY 200 or equivalent.

Political Science

PSC 100 **3 credits**
Concept of Revolution

Political scientists define social revolution as a radical social, economic, and political change. This course begins with a survey of three major theories of revolution, and then the analysis of three late twentieth century cases: the Iranian, the Nicaraguan, and the South African revolutions. In each case the focus will be on three phases: the crises of the old regime, the causes of the revolution, and the outcome of the revolution. Critical thinking, creativity, and in-class discussions and team presentations are essential requirements of this course.

PSC 110 **3 credits**
The Politics of Culture

Political culture in political science refers to main social and cultural attitudes toward politics in a given country. However this course is designed to approach this concept from an interdisciplinary perspective. Students are expected to read and analyze critically books, articles, and films from different disciplines, especially anthropology, social history, and political theory. The course will investigate four themes: making sense of different political traditions, the invention of traditions, alienation and cultural resistance in the Middle East, and American ethnocentrism.

PSC 120 **3 credits**
Exploring Political Ideas and Issues

This course is designed to introduce students to major concepts, theories, and issues central to the field of political science, and especially international relations. This course traces the evolution of the international systems in the last five hundred years, with specific interest on complex problems such as: war and international conflict, imperialism and its impact on the colonial world, terrorism, north-south relations, and the end of the cold war. Students are encouraged to read international news sections either in daily papers such as the New York Times, the Christian Science Monitor, or weeklies e.g., Time or the Nation.

PSC 300 **3 credits**
Politics and Literature, Egypt Through the Eyes of Mahfouz

This is an interdisciplinary course focusing on the relationship between and political theory and literature through the trilogy of the Egyptian novelist Naguib Mahfouz. Mahfouz is the most important and popular Arabic fiction writer of this century. In 1988, he was awarded the Nobel Prize in literature. After an introduction to theories of colonialism and nationalism, the

course will focus on Mahfouz's treatment of colonialism, nationalism, gender, family, and humor in his famous Cairo trilogy. The trilogy tells the story of three generations of an urban middle class family in Cairo between 1914 and 1945.

PSC 305 **3 credits**
The Politics of Nationalism

This course is designed to study the current problem of nationalism. We are living in a period when nationalist and ethnic conflicts are spreading across the world once again, effecting many areas in all parts of the world. This course seeks to understand the origins and assess the role of nationalism in contemporary politics. After a theoretical and historical introduction, the course will focus on some specific cases from Africa, North America and Europe for in depth discussion and analysis.

PSC 310 **3 credits**
Government and Politics in North Africa.

This course is designed to introduce the politics of modern North Africa from the 19th to 20th centuries. We will study five states: a monarchy (Morocco), two populist "socialist" states in crisis (Algeria and Libya) and two secular capitalist states (Tunisia and Egypt). Our focus is mainly on the socio-economic and historical bases of the modern nation-state: the impact of colonial transformation and also the resistance to colonialism, and the different political strategies pursued by the leading elites in the five states in dealing with the global economy and the end of the cold war. This background will enable us to understand the formation and the crisis of today's North African state.

Related courses which may be taught in the future:

PSC 200 - American Government
PSC 280 - American Constitutional Law
PSC 400 - Topics in Political Thought

Psychology

PSY 105 **3 credits**
Introduction to Psychology

The course is an overview of the major areas of psychology, what psychologists do, and the methods employed in the investigation of basic psychological processes underlying human behavior. Areas reviewed may include: history, learning theories, motivation, psychobiology, emotion, perception, abnormal psychology, therapy, and psychological issues of current debate in the popular culture. The concepts examined will be linked to everyday reasoning and life, including popular and folk psychology beliefs. Global and cross cultural aspects of psychology will be explored. No prerequisite.

PSY 108 **3 credits**
Aging, The Individual, and Society

This course will examine the life circumstances of the elderly (primarily in the U.S.) at the close of the Twentieth Century. Students will obtain a clear and current understanding of elderly person income levels, health status, living arrangements, social roles, and activity levels, as well as an understanding of how these circumstances are reshaped by social policy and public policy. Added emphasis will be given to the final years of life and approaching death. Images of the elderly will be explored through the use of film, literature, writing, guest lectures, and field trips. No prerequisite.

PSY 110 **3 credits**
Career Development

The purpose of this course is to help students design a career and life plan for themselves. Students will be engaged in a number of activities that will help them explore what their major skills are, what their interests are, and how to develop goals for themselves. With this information in hand, they will begin to explore career plans and life styles. They will then move towards selecting placement sites (for internships and/or volunteer work), where they can begin to engage in a work experience relative to their interest, skills and goals. No prerequisite.

PSY 151, 251, 351, 451 **3 credits each**
Independent/Directed Study

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Prerequisite: consent of instructor.

PSY 205 **3 credits**
Abnormal Psychology

The course is a study and research-based critique of the classification, diagnosis, and treatment effectiveness of major forms of psychological disorders, both as outlined in the Diagnostic and Statistical Manual of Mental Disorders, and as practiced in clinical settings. Theoretical issues and approaches to particular problems and controversies will be examined by reviewing the research literature on clinical reasoning. The concepts examined will be linked to everyday reasoning and life, including popular and folk psychology theories and syndromes. An emphasis upon the development of the concepts of normality and abnormality will be explored, along with associated practical and ethical issues. Research on cross cultural aspects of diagnosis will be explored. Prerequisites: PSY 105, PSY 220 can be concurrent.

PSY 215 **3 credits**
Psychology of Gender

This course focuses on the social, psychological and biosocial approaches to understanding the meaning and impact of gender. Topics include gender differences in personality and behavior; and power relationships between men and women. In addition, the role of gender in interpersonal relationships, communication styles, as well as physical and mental health are discussed. Prerequisite: PSY 105.

PSY 220 **3 credits**
The Socio-cultural Context of Human Development I

This is the first half of a two semester course that provides students with a social sciences perspective on human development and methods of inquiry. Life stages covered are prenatal, infancy and childhood. Topics include maturation, development markers, the influence of social institutions, cross cultural variations of individual identity, gender, class, race, status, stratification, and rites of passage within the framework of life-span development. Prerequisite: Second-year status, except for Nursing.

PSY 225 **3 credits**
Psychology Statistics

This course is an introduction to descriptive and inferential statistics as applied to problems in the behavioral and social sciences. Topics will include measures of central tendency and variability, correlation, hypothesis testing, t tests, analysis of variance, regression, and chi square analysis. Students will also learn to use statistical software and to choose the appropriate analysis for various types of data. Prerequisite: MAT 120.

PSY 235 **3 credits**
Health Psychology

This introduction to the field of health psychology covers the study and the investigation of the psychological aspects of physical illness. Theories, research issues, and interventions related to the impact of personality and the psychosocial environment on health are explored. Topics to be investigated include: the predisposition of Socio-cultural, personality, and behavioral patterns on health and illness: psychosomatic disorders: and psychological interventions in the prevention and of physical illness. Prerequisite: PSY 105.

PSY 245 **3 credits**
Evolutionary Psychology

This course provides students with a perspective on the evolved biological basis of human nature and human social life. The course will focus on such issues as survival, sexuality, altruism,

aggression, conflict between the sexes, deception and unconscious communication. We will also cover basic Darwinian theory and it's relationship to specific approaches to psychology.

PSY 255 **3 credits**
Social Psychology

This course is a study and critique of the theoretical and applied research on social and cultural aspects of human behavior. Areas include, interpersonal influence and attraction, perception, affiliation, altruism, aggression, attitudes, conformity, leadership, gender, prejudice and discrimination, evolutionary origins of social behavior, and environmental psychology as they relate to everyday reasoning and life. Prerequisite: PSY 105.

PSY 270 **3 credits**
The Socio-cultural Context of Human Development II

This is the continuation of PSY 220, providing students with a social sciences perspective on human development and methods of inquiry. Life stages covered are adolescence, adulthood, experience of later life, and the end of life. Topics include demographics, cross cultural data, identity, intimacy, parenting, occupation, aging, death and dying. Prerequisites: PSY 220, Second-year status.

PSY 285 **3 credits**
Research Methods

The underlying logic of primary methods of research in the social and behavioral sciences will be investigated. The development of research questions and their relationship to theory will be discussed. Students will identify and select appropriate methods for conducting research. The interpretation of research results will be reviewed in terms of their significance and meaning. Prerequisites: PSY 225, Second-year status.

PSY 295 **3 credits**
Listening and Communication Skills

This is an experiential, skills-based course which is designed to teach students the requisite skills of effective listening and communication. Content areas include basic attending, responding, and listening skills, professional writing skills, clarifying and advanced empathy, and inter-cultural communication skills. In addition, students will be exposed to a basic helping model that provides a general framework for mental health service delivery. Prerequisite: PSY 105.

PSY 300, 301, 302 **3 credits**
Psychology Internship

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include mental health facilities, hospitals, homes for disadvantaged children, local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of clinical work and agency relations within a community setting. Prerequisite: Third-year status or consent of instructor.

PSY 305, 405 **3 credits**
Special Topics Seminar

Special Topics Seminars are developed by a faculty who has interest in a select area that is not covered in depth in a regular course area. Students may also petition to have a special topics course developed. Prerequisite: consent of instructor.

PSY 310 **3 credits**
Children Under Stress

Explores issues children and their families face when there is illness, death, divorce, or hospitalization. The work of Bowlby, Robertson, and others as it relates to emotional and psychological impacts of separation and illness will be discussed. Prerequisites: PSY 105, Third-year/Fourth-year status or consent of instructor.

PSY 315 **3 credits**
Small Group Dynamics

The course is a small group training laboratory designed to learn about, acquire and practice interaction skills with others. Designed to utilize the functioning group itself as the immediately experienced subject matter, group sessions combine abstract knowledge with concrete skills or interpersonal, and group level processes. In general, the sessions are designed to provide a learning experience on four levels: (1) training in interpersonal relations; (2) training in communication skills; (3) skills in small group leadership; and (4) understanding group level processes. Prerequisites: PSY 105, SOC 150, Third-year status.

PSY 330 **3 credits**
Psychology of Stress

This course investigates the nature of stress and its impact on the individual's personality, abilities, and health. Key theories of stress are presented. Current research issues in stress

and coping are reviewed. Personal, as well as institutional responses to and interventions with stress will be emphasized. Prerequisite: PSY 105.

PSY 345 **3 credits**
Sports Psychology

The course is intended to investigate the science of Sport Psychology from its theoretical foundation to its practical application. The perspectives of the course range from the study of individual differences and sport behavior to the impact of social influences and group dynamics on sport. Specific topics include: psychological variables; personality and individual differences in athletes; skill acquisition; and, an examination of the role of exercise and sport across the life span. Prerequisite: PSY 105.

PSY 350 **3 credits**
Theories of Personality

This course offers a review of various approaches to describing the development and organization of personality and the concept of self. Topics include: the evaluation of major theoretical viewpoint, the review of research on personality structure, dynamics and change, and the application of personality theory to the broader field of psychology. Prerequisite: PSY 105.

PSY 355 **3 credits**
History and Systems

This course is intended to provide a student with an understanding of the philosophical and historical roots of psychology. The course will survey the historical systems of psychology including functionalism, structuralism, psychoanalysis, behaviorism, gestaltism, and the current cognitive paradigm. Prerequisite: PSY 105.

PSY 360 **3 credits**
Psychological Assessment

This course offers an introduction to the principles and procedures of psychological assessment. Assessment theory and test construction are examined and the more commonly used tests for the assessment of intelligence, achievement, ability, interests, and personality are studied. The ethical issues associated with assessment will be emphasized throughout the course with particular attention given to issues of race, class, gender, and ability as mediating variables in test construction and interpretation. Prerequisites: PSY 105 and MAT 120.

PSY 365 **3 credits**
Biological Bases of Behavior

This course is an introduction to the biological basis of human behavior. The primary systems of human behavior will

be examined within the context of the brain's function. Topics will include the anatomy and physiology of the brain, the structure of the nervous system, the role of hormones, language processing, developmental changes, emotions, and the biological basis of psychological disorders. Prerequisite: PSY 105.

PSY 370 **3 credits**
Drugs, Society, and Behavior

The course is a study and research-based critique of the theoretical and applied findings of the various psychological theories of and about addiction, treatment methods and effectiveness, including popular or folk psychology and Alcoholics Anonymous. Selected drugs and their chemical effects will be examined along with the concepts of drug dependence and diagnosis. Current, historical, and legal aspects of drugs, addiction, and behavior will be explored in relation to the "war on drugs". Socio-cultural dimensions of drugs and behavior will also be examined. Prerequisite: PSY 105.

PSY 380 **3 credits**
Learning and Memory

This course will present basic theory and research in the fields of learning and memory. It will include an historical overview of the development of learning as well as discussion of major theories. Topics will include animal learning, operant & classical conditioning, generalization, and behavior modification techniques. Prerequisite: PSY 105.

PSY 381 **3 credits**
Cognition

The course examines current research on cognition with an emphasis on understanding everyday learning, thinking, and reasoning. The course will include an historical overview of approaches to the subject area, the various theories of knowledge acquisition, and information processing. There will also be a focus on applied models and theories. Topics include: thinking, reasoning, the use of symbols, language use, transfer of learning, knowledge construction, problem solving, developing expertise, memory, the role of environment, decision-making, creativity, and artificial intelligence. Prerequisite: PSY 105.

PSY 400 **3 credits**
Internship/Research

The student will be involved with animal projects, choosing from a variety of positions and/or research offering hands-on experience in aspects of animal care, training, and/or observation. Prerequisite: fourth-year standing.

PSY 410 **3 credits**
Theory, Research, and Practice of Counseling Psychology

This course is intended to be a general introduction to the field of counseling psychology by surveying the major theoretical approaches underlying both individual and group practice in clinical and counseling work. In addition to studying a variety of theoretical approaches, students will be exposed to the research indicating which approach seems to work best with certain types of client problems. Approaches to be examined include Psychoanalytic, Adlerian, Existential, Client-Centered, and Cognitive-Behavioral. Prerequisite: PSY 105.

PSY 420 **3 credits**
Comparative Animal Behavior

This course will examine the development, causal mechanisms, evolutionary history and function of the behavior of animals. Prerequisite: Fourth-year status.

PSY 425 **3 credits**
Advanced Experimental Animal Laboratory

Several projects within the areas of feeding, aggression, reproduction, and learning will be researched by students working in small groups. The course stresses the acquisition of research skills which are needed for naturalistic and laboratory observation in the study of animal behavior. Prerequisite: Fourth-year status.

PSY 440 **3 credits**
Sensation and Perception

This course will explore theories of and research on sensory and perceptual processes from a comparative psychology. Prerequisite: Fourth-year status.

PSY 450 **3 credits**
Fourth-year Thesis

The purpose of this course is to serve as capstone experience which will integrate all of the student's course work, as well as provide a forum for the student's interest in a specialized topic. Students will be engaged in individual research (topics to be constructed jointly with the faculty). Prerequisites: PSY 285, fourth-year status, and permission of the instructor.

PSY 490 **3 credits**
Behavioral Neuroscience

This course will examine the structure and function of the nervous system, with specific emphasis on the relationship between the nervous system and behavior. The principles of behavioral neuroscience will be applied to the understanding of biological underpinnings of normal behavior and of psychological disorder. Prerequisite: fourth-year standing.

PSR 460 **1 credit**
Fourth-year Seminar

This course provides an opportunity for fourth-year students in Social and Behavioral Sciences to reflect on their program of study and to be assisted in their transition to careers and further study after graduation. Prerequisite: Fourth-year status.

Religious Studies

REL 200 **3 credits**
World Religions

This course is an exploration of the basic doctrines of major world religions with regard to the nature of divinity and religious experience, the meaning of human existence and its place in the cosmic order.

REL 250 **3 credits**
The Bible

This course is an introduction to the Bible as the scripture of two of the world's most important religions: Judaism and Christianity. We study selected passages and ideas in depth to discover their religious, historical, and literary significance.

Sociology

SOC 105 **3 credits**
Popular Culture

This course critically studies contemporary American culture by examining a broad range of its more everyday manifestations. These will include advertisements, television programming for children and adults, popular song lyrics, comic books, cartoons and other forms of humor, toys, sports, games, food preferences, and popular magazines and tabloids. The course is "hands-on". Information on popular culture is collected and analyzed with a variety of social science theories and research techniques. Major attention is paid to images of women and men and racial and ethnic groups as they appear in popular culture, and to the way in which popular culture reflects and reinforces the American class structure. No prerequisite.

SOC 150 **3 credits**
Introduction to Sociology

An introduction to the concepts and methods of sociology, particularly as they are applied to an understanding of problems and structure in society. This course will include the social organization of the U.S. as well as other countries around the world. Emphasis will be on causes and implications of social and cultural change. No prerequisite.

SOC 170 **3 credits**
Deviance and Crime

This course explores a wide range of human actions—homicide, rape, burglary, embezzlement, fraud, drug and alcohol use, as well as numerous other violent and nonviolent forms of crime and deviance. U.S. crime and victimization data will be used to develop profiles of each crime type. The topics covered are intended to introduce the student to the study of deviance and criminology. The first part of the course examines the offender, victim, crime prevention strategies, and situational elements surrounding major forms of crime. The second part of the course, major theoretical perspectives on deviance will explore the reasons individuals or groups commit crimes.

SOC 180 **3 credits**
Visual Sociology

This course explores society from a visual perspective. Using photographs, video, and the internet students will explore how society expresses itself visually. Students will use visual tools to examine fundamental elements of society such as values, norms, beliefs, institutions, and social structures. Students will learn to take sociological photographs as well as view the visual works of others.

SOC 205 **3 credits**
Special Topics Seminar

An intermediate course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty. Prerequisite: SOC 150 or permission of the instructor.

SOC 208 **3 credits**
Tribal Cultures

An exploration of tribal cultures based on the video series "Millennium: Tribal Wisdom for the Modern World". Tribal views on the environment, nature, relationships between the sexes, art and rituals, spirituality, identity, and wealth and power will be explored with an eye to their relevance to solving modern social problems. Students are encouraged to develop an understanding and appreciation of their own cultural heritage as well as that of tribal peoples. No prerequisite.

SOC 215 **3 credits**
Poverty

This course will examine poverty in the United States and the world and the problems associated with it; these will include hunger, housing quality and homelessness, employment, health problems, family stability, and education. Definitions and measurement of amounts of poverty will be considered. Throughout the course, poverty will be studied as a feature of society and a world order where wealth and power are not equally distributed and where technology and population structures are producing social change. Various solutions to the problems of poverty will be explored. Students in the course will be given opportunity to explore and clarify their own attitudes and beliefs about poverty and the poor. Prerequisite: SOC 150.

SOC 220 **3 credits**
Society in Japan

This course utilizes the sociological perspective to explore the historical and contemporary issues facing Japan today. Particular emphasis will be placed on examining the impacts of Japanese nationalism, contemporary social problems, family structure, gender, as well as economic, political, and religious institutions. Culture will be explored as a way of explaining human behavior. Students will be encouraged to draw cross cultural comparisons between Japan and the United States. Prerequisite: SOC 150.

SOC 225 **3 credits**
Environmental Sociology

This course explores the foundations of environmental sociology and trends in the field over recent decades. Using these foundations, the course examines three major issues that continue to dominate environmental sociology: the environmental implications of our political, social, and economic institutions; the relationship of growth to environmental problems; and, ultimately, the relationship of man to nature. Prerequisite: SOC 150, ENV 104 or these may be taken concurrently, or permission of the instructor.

SOC 230 **3 credits**
Society in Latin America

This course presents a description and analysis of the structures and dynamics of Latin American Society. It focuses on cultural norms; social change; stratification,; demography; environmental issues; family structures; and social institutions including economics, politics, and religion. The course also explores the impacts of globalization in contemporary Latin America with particular emphasis on its relationship to the north. Prerequisite: SOC 150.

SOC 240 **3 credits**
Race, Class, and Gender: Sociological Perspectives

This course is designed to enhance understanding of cultural diversity and social inequalities. Racial and ethnic heritages, socioeconomic classes, and gender as well as their role in identity formation are explored. The course also examines the inequalities of power and privilege that flow from racism, sexism, and class structure. Primary attention is given to the United States with cross-national materials used for comparison. Basic sociological concepts are introduced throughout the course. No prerequisite.

SOC 260 **3 credits**
Cross Cultural Communication

This course uses a sociological viewpoint to examine what happens when people from different cultures come in contact. The course uses a global perspective with case studies and examples drawn from both traditional and modern cultures. Major emphasis will be given to the differences between collective and individualist cultures, and to intercultural processes such as verbal and nonverbal communication, stereotyping, culture shock, conflict and change. Skills for effective intercultural interaction will be introduced and practiced.

SOC 270 **3 credits**
Classical Social Theory

This course will cover the content, presuppositions, and the implications of the body of sociological theory, exemplifying the full range of sociological inquiry. Particular attention is given to the sociological trilogy of Marx, Durkheim, and Weber and their impacts on the origins of sociology as a discipline. Prerequisite: SOC 150.

SOC 280 **3 credits**
Contemporary Sociological Theory

This course will cover the content, presuppositions, and implications of contemporary sociological theory. Students will engage in theory construction and analysis, and endeavor to develop inferences associated within the classical authors relevant to contemporary theorists. Students are encouraged to read and discuss a variety of contemporary theorists to develop their particular interests in a substantive area. Prerequisite: SOC 150.

SOC 300, 301, 302 **3 credits**
Sociology Internship

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to

learn experientially. This will provide them an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of working within a community setting. Prerequisite: Third-year status or consent of instructor.

SOC 304 **3 credits**
Social Problems in the U.S.A

Various problems of social disorganization in the United States with emphasis on such topics of current interest as segregation, poverty, each person's individual and collective role, and the prevailing uncertainty of social purpose. Prerequisite: SOC 150.

SOC 305, 405 **3 credits**
Special Topics Seminar

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty. Prerequisite: SOC 150 or permission of the instructor.

SOC 310 **3 credits**
Demography and Human Ecology

The goal of this course is to introduce students to the science of population, demography. The course will include formal demography which studies size, distribution, structure and change of populations as well as additional characteristics of the units. These characteristics will include: ethnic characteristics, social characteristics and economic characteristics of population. The second half of the course will focus on human ecology. Human ecology as defined by Amos Hawley will include the study of the interdependence of the human organism with his/her social and physical environment. Students will study how human populations distribute themselves across the planet as well as how they organize to meet their daily needs. The impact on the organization influences and is influenced by the physical characteristics of the planet. Prerequisites: SOC 150, Third-year status or consent of instructor.

SOC 320 **3 credits**
Community Organization

This course will focus on community organization and the theories social scientists use in examining community change. Students will be introduced to the structural mechanisms that influence individuals within communities and patterns of interaction that exist between organizations within different community forms. The structural mechanisms to be examined range from local economic organization to national political structures. Community case studies are used extensively.

SOC 350 **3 credits**
Deviance

Using psychological and sociological perspectives, the course broadly examines behaviors that deviate from what is considered "normal" or typical. Deviant behaviors to be studied include mental illness, crime, suicide, and sexual deviance. Prerequisites: PSY 105, SOC 150, Third-year status or consent of instructor.

SOC 355 **3 credits**
Medical Sociology

An ecosystem model of health is introduced and used to explore social and cultural factors involved in health, disease, and health care in both developed and developing nations. Illustrative topics to which the model is applied include infant mortality rates in the Third World and among the poor in the U.S., traditional and scientific medicine, chronic diseases in the developed nations, health of minorities in the U.S., and comparisons of health care systems in various modern societies. Prerequisites: SOC 150, Third-year status or permission of the instructor.

SOC 370 **3 credits**
Applied Methods in Sociology

This course will cover systematic investigation of each step of the design and implementation process of sociological research. Selected techniques of data collection and analysis are pursued including statistical methods. Training for participant observation in the manner of anthropology or Chicago style sociology will also be studied. Students will write and discuss field notes and become familiar with caste studies, content analysis, and relevant issues. Field notes will be a basis for individual research paper. Prerequisites: SOC 150; PSY 225; PSY 285.

SOC 450 **3 credits**
Social Theory

This course examines classical and contemporary social theories and their applications to current social problems. It also provides students with the opportunity to evaluate their own beliefs regarding human nature, society, and social change. In the first half of the course, students will study the theories of Karl Marx, Emile Durkheim, and Max Weber. A variety of contemporary social perspectives will then be examined including rational choice, exchange, feminist, and existential theories. The students will be expected to apply the theories to intervention strategies at the national, state/regional, and local levels. Prerequisites: SOC 150, Third-year status, or permission of the instructor.

SOC 460 **3 credits**
Social Policy and Planning

This course will focus on how policy is developed within communities, states and nations. Students will have an opportunity through case studies to follow local and state bills as they move from idea to actual practice. The process by which social norms become legalized will be examined in relation to public consensus as to what problems need to be addressed within society. An historical perspective will be used to enable students to evaluate changes in values within a community, state or nation as it moves to address social issues. Special attention will be given to policy issues that deal with social welfare, housing, health and mental health. Prerequisites: SOC 150, Fourth-year status or permission of instructor.

SOC 480 **3 credits**
The Family

This course will explore the family as it relates both to its own members and to society at large. Emphasis will be placed on various functions/concepts related to the family: role differentiations, role assignment, childbearing and child rearing, sibling relationships, parenting, cross-cultural differences, etc. Particular attention will be given to the role that the family plays in the development of the young child. Prerequisites: SOC 150.

SOC 491 **9-15 credits**
Applied Sociological Experience I: Study Abroad

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-15 credits. These credits will be for the student's participation in a study abroad program that will be approved by the ASE coordinator.

SOC 492 **9-15 credits**
Applied Sociological Experience II: Salt Institute

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-15 credits. These credits will be for the student's participation in the Salt Institute. These will be approved by the ASE coordinator.

SOC 493 **9-15 credits**
Applied Sociological Experience III: Internship

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-15 credits. These credits will be for the student's participation in an Internship. These will be approved by the ASE coordinator.

SOC 494 **9-15 credits**
**Applied Sociological Experience IV:
Capstone Thesis**

This course is one of four that fulfill the Applied Sociological Experience requirement for Sociology Majors. This ASE will have variable credit, 9-15 credits. These credits will be for the student's completion of a research-based capstone thesis. These will be approved by the ASE coordinator.

Spanish

SPA 101, 102 **3 credits each**
Exploration: Basic Spanish I & II

The primary aim of this course is to achieve a functional command of the Spanish language. Emphasis is on the speaking of the language and on an introduction to the grammar. Some Spanish and Hispanic cultural elements are also included. For students with little or no knowledge of Spanish. It is not open to students with one, two or more years of high school Spanish or one year of college Spanish.

SPA 211, 212 **3 credits each**
Intermediate Spanish I & II

This course is designed for students with a basic knowledge of Spanish who wish to improve their mastery of the language. Emphasis is placed on the development of oral skills in a supportive classroom atmosphere. Activities include the reading and discussion of cultural and literary selections and the writing of simple compositions. Prerequisite: Open to students with 1 year of college Spanish or 3 years of high school Spanish.

Speech

SPC 100 **3 credits**
Effective Public Speaking

Students practice effective speech techniques and deliveries by speaking on a variety of subjects after correct preparation or in extemporaneous assignments. Activities are designed to promote confidence and ability in expressing oneself before others, formally and informally, in a variety of situations.

Sport Management

SPT 101 3 credits

Sport and Fitness in Society

This course provides an overview of sport and society and the related careers and professions available. Current and future issues and trends are examined. Students explore selected topics and develop theories, anticipating how these issues will impact sport and society in the future.

SPT 120 3 credits

Personal Health and Wellness

This course introduces lifetime personal development, health and wellness concepts and applications. Topics include cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted disease, substance abuse and exercise.

SPT 150 3 credits

Sociology of Sports

Using a sociological perspective, sports will be examined as a social phenomenon as it relates to family, education, law, politics, mass media, class, socioeconomic status, race, gender, age, collective behavior, and social movements. Prerequisite: SPT 101.

SPT 160 3 credits

Introduction to Sport Management

This course explores the both the foundation and the application of sport management as an academic pursuit and professional field. Course topics and experiences will challenge students to embrace the essential elements of sport management: the business management components (planning, organizing, directing, controlling, accounting, communication, marketing, economics, finance, and law), and the sport management components (sport's sociocultural dimensions, sport management and leadership, sport marketing, sport communication, sport finance, sport economics, sport governance, and sport law and ethics). A primary goal is to recognize the influence of successful sport management on the basic quality of the sport experience and its value in society.

SPT 201 3 credits

Underwater Exploration and Resource Management

The course consists of two parts: (1) theory; and, (2) practice. Students study the underwater environment from an outdoor research and recreation resource management standpoint. Students acquire knowledge, skills and experience to

analyze, manage and safely explore the underwater environment of our planet. They also complete internationally recognized P.A.D.I. open water certification.

SPT 205 3 credits

Learning and Leadership Development Adventures

This adventure-based management learning and leadership development course has been designed for those who wish to study and develop team-building and leadership skills through nontraditional experiential education methods. The outdoor, natural environment is used as a classroom along with indoor facilities. Adventure activities designed to foster self-discovery and enhance the effectiveness of group performance are employed. Prerequisite: SPT 101

SPT 315 3 credits

Sports Psychology

This course is intended to investigate the science of sport psychology from its theoretical foundation to its practical application. The perspectives of the course range from the study of individual differences and sport behavior to the impact of social influences and group dynamic on sport. Specific topics include: psychological variables; personality and individual differences in athletes; skill acquisition; and an examination of the role of exercise and sport across the life span. Prerequisite: psychology course, SPT 101.

SPT 325/MKT 325 3 credits

Sport Marketing

This course introduces the student to marketing applications in the sport industry and in leisure service organizations. Topics include: the unique aspect of sport and leisure service marketing, the economic feasibility study, data collection, market segmentation, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plan. Prerequisites: MKT 101, SPT 101.

SPT 340 3 credits

Program and Facilities Management

The course focuses on recreation and sports program management, which includes coordination, development, implementation and evaluation of activities and programming in recreation, fitness and sports in school, community and professional levels. The areas of program promotion, project planning, market analysis, motivation, and adherence are explored. Operational procedures-policies, budget, personnel, equipment-are the focus of facilities management. Prerequisites: ACC 201 and MGT 101.

SPT 354 **3 credits**
Cross Cultural Recreation, Sports and Fitness

This course involves the utilization of language skills, human resources, and leadership to explore how cultural values and practices influence recreation, sports and fitness behaviors. It includes an optional travel component. Prerequisites: SPT 101 and MGT 360 or permission of instructor.

SPT 370 **3 credits**
Law and Ethics in Sport Management

This course explores the ever-changing organizational, ethical, and legal issues of sport management, examining them from both the theoretical and practical perspectives. Issues are examined from the viewpoints of sport management professionals and other stakeholders in sport. Case studies and research are used to assist students in developing a personal philosophy to deal with ethical issues; and to provide them with an understanding of the legal and organizational challenges facing those individuals who are working in sport management settings. Prerequisite: 4th-year standing or permission of the instructor.

SPT 395 A, B, C **3 credits total**
Internship in Sport Management

The 120 hour (minimum internship) affords the student a part-time experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's third year or summer. It is the student's responsibility to arrange the job placement with an appropriate organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship coordinator, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of the Internship Coordinator.

SPT 401 **3 credits**
Seminar in Sport Management

This course has been designed to serve as the capstone academic experience for the sport management program. Students will spend the semester discussing and reacting to current trends, issues, and challenges in sport management. A case study approach will allow students to utilize critical thinking and problem-solving techniques and, personal and pre-professional experiences to make decisions. Sport driven topics will span the breadth of the discipline and will include: behavioral dimensions, management and organizational skills, ethics, marketing, communication, finance, economics, legal aspects, facility development, public relations, risk management, fundraising, philosophy, and leadership. Prerequisite: fourth year standing.

SPT 420 **3 credits**
Research Methods

This course develops competencies needed to analyze, critique, and evaluate research in the areas of exercise, health, sports medicine, health promotion, and general management. Students gain an understanding of research techniques, literature review, hypothesis construction, research design and data analysis. Exploration of related literature and practice of research process enables students to understand the interrelationship between scientific investigation and practical application. Prerequisite: MAT 120 or MAT 150.

SPT 495 A, B, C **6 credits total**
Internship in Sport Management

The 240 hour (minimum) internship affords the student a part-time (A & B) or full-time (C) experience in the practical environment of an organization within the broader field of sport management. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with an appropriate organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship coordinator, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of the Internship Coordinator.

**GRADUATE PROGRAMS --
ADMINISTRATIVE SERVICES, POLICIES,
and PROGRAM DESCRIPTIONS**



Graduate Programs

The Graduate Dean, the graduate faculty and the Graduate Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates. The Graduate Dean reports to the Vice President for Academic Affairs and provides coordination and support for all departments engaged in graduate instruction.

Graduate Programs Offered:

Masters:

- Master of Science in Education**, *College of Arts and Sciences*
- Master of Science-Nurse Anesthesia**, *College of Health Professions*
- Master of Science-Occupational Therapy**, *College of Health Professions*
- Master of Physical Therapy**, *College of Health Professions*
- Master of Science-Physician Assistant**, *College of Health Professions*
- Master of Social Work**, *College of Health Professions*

Certificates:

- Post-Baccalaureate Certificate Programs**, *College of Health Professions*
 - Addictions Counseling
 - Gerontology
 - Graduate Certificate in Public Health, *College of Health Professions/College of Osteopathic Medicine*
- Post-Masters Certificate Program**, *College of Arts and Sciences*
 - Certificate of Advanced Graduate Study in Education Leadership

Professional:

- Doctor of Osteopathic Medicine**, *College of Osteopathic Medicine*

(Information for students enrolled in the College of Osteopathic Medicine can be found in the College of Osteopathic Medicine Catalog)

General Administrative Services and Policies

Admissions

Admissions to Graduate Programs

For graduate admissions requirements and information please refer to the specific graduate program section of this catalog.

International Students

The University welcomes applications from qualified international students to the undergraduate and graduate programs. We encourage diversity and global awareness on campus. International applicants need to do the following:

Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
E-Mail: info@wes.org; Tel: 212-966-6311
FAX: 212-966-6395

For further graduate admissions requirements and information please refer to the specific graduate program section of this catalog.

Veterans

The University of New England is approved by the Veterans Administration for a variety of veteran benefit eligibilities under related federal and state laws. The University encourages active and retired military, National Guard and reservist, as well as veterans to become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

Applicants with military service should send a copy of an Army/ACE Registry Transcript Service (AARTS) or an Application for the Evaluation of Educational Experiences During Military Service (DD Form 295) to the University Registrar for credit evaluation.

Veteran students can receive application and maintenance assistance on VA benefit issues from either the Financial Aid Office, the Office of the Registrar, or from the Student Administrative Services Center at the Westbrook College Campus.

The University of New England classifies student load status for purposes of financial aid (FA), loan deferments, and/or Veterans Administration (VA) educational benefits. Please refer to the Student Enrollment Status section on page 24 to determine how the University applies credit hour enrollment to full-time, 3/4 time, or half-time status.

Financial Information

Graduate Tuition and Fee Rates

See School/Program for specific information.

Health Insurance

Graduate students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. Please refer to the insurance brochure for additional information.

Laboratory Fees

Fees are charged to students who enroll in designated courses. The fee is listed in the official course schedule published at the time of registration.

Late Registration Fee

Students who register after the published deadline will be required to pay a \$75 late registration fee.

Parking Fee

Each student parking a vehicle on campus for extended periods of time must purchase a parking permit at the cost of \$30. Failure to register a vehicle will result in a fine of \$25.

Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's installment or deferred loan plans. They may also arrange to pay the total due by using a mixture of these payment arrangements.

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of students using guaranteed student loans, or other tuition payment programs. Both long and short term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at any time.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

Option I: Payment by Semester

About July 15 a bill will be sent for the tuition, board, room rent, and fees for the fall semester. Payment of this bill is due August 15th. The balance due August 15th is the total of all the semesters charges less any previous payments, and any authorized or memoed financial aid. The bill for the spring semester will be due on the first day of spring classes.

Option II: Monthly Payment Plans

The UNE ten-pay payment plan spreads the charges for a full year over ten months beginning June 1st. This plan is designed to relieve the pressure of "lump sum" payments by spreading the cost over 10 months. There is an application fee. There are no interest charges.

In addition to these options for payment, UNE accepts Mastercard, VISA and Discover cards.

Applicants are urged to apply by May 15. Applications made after the start of the program (June 1st) must be accompanied by an initial payment sufficient to become current with the regular 10 month payment schedule. Applications for the 10 month plan will not be accepted after August 15th.

Important Notes

1. Students should expect annual increases in the cost of attending UNE since the University is subject to the same inflationary pressures that affect the rest of society.
2. UNE will continue to make every effort to contain costs from the date they are announced through the current academic year. The Trustees, however, reserve the right to make changes in tuition and fees at any time.
3. For their own protection while at the University, it is recommended that students carry their own local checking accounts to provide funds for incidental expenses and emergencies. People's Heritage Bank (PHB), which is our preferred bank, provides a full-service ATM machine located in the Campus Center on the University Campus. For those students who have PHB checking accounts, ATM transactions are free of charge. Checks may also be cashed daily (\$75 maximum) at the Student Accounts Office on the University Campus.
4. The University will not be responsible for the loss of property on or off campus although it strives to safeguard students' property on campus.
5. Students are expected to pay for textbooks at the beginning of the semester. Books, supplies and other items available at the University Bookstore may be paid for with cash, check, Master Card, VISA, Discover, and American Express cards.

Financial Aid

The Financial Aid Office is committed to assisting students in finding the financial means necessary to achieve their educational goals.

Each year the Financial Aid Office publishes a Financial Aid Handbook. This handbook contains comprehensive details regarding the various financial aid programs available and the application procedures for students looking for aid. The following pages provide a brief overview of the programs and procedures. Students looking for more complete information should obtain a Financial Aid Handbook, available from the Financial Aid Office, or visit the Financial Aid Web Site at: www.une.edu/finaid.

Types of Financial Aid

Grant / Scholarship Programs

University- and Federally-funded programs with varying amounts depending upon a student's eligibility. Some specific programs are noted below:

Professional Nurse Traineeship Grants- These federal grants are awarded to all first year Nurse Anesthesia students, regardless of financial need.

Nurse Anesthesia Traineeship Grants- These federal grants are awarded to second year Nurse Anesthesia students with the University of New England clinical affiliation, regardless of financial need.

Agnes M. Lindsay Trust Northern New England Physician Assistant Sponsorship Program- This is a donor-sponsored competitive scholarship designed to encourage Physician Assistant students to practice primary health care in rural areas of northern New England. Applicants must come from rural communities (defined as 20,000 people or less) in Maine, New Hampshire, or Vermont, have a strong commitment to primary care practice, and have intentions to return to a rural community in one of those states.

Master of Social Work Scholarships- These scholarships are awarded to new and returning students in the Master of Social Work program. The School of Social Work determines award selection criteria and award amounts. Interested students should contact the School of Social Work for more information.

Employment Programs

Federal Work Study Program, Other Part-Time Employment Opportunities

For more information concerning employment opportunities please contact the Work Study Coordinator at the University Campus.

Loan Programs

Student loan programs are in the form of long term, low interest loans that require a student to begin repayment at least 6 months after they leave school, or drop below half-time enrollment (unless otherwise noted). Depending upon the total amount borrowed, students may have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time through the Federal Perkins Loan, Federal Subsidized Stafford Loan, or the Federal Unsubsidized Stafford Loan.

Additional Outside Sources of Assistance

The programs listed below allow students to explore additional financing options. These programs require a separate application and have separate eligibility requirements. More information and brochures are available on request from the Financial Aid Office at the University of New England.

Alternative Loan Programs available to all graduate students:

- * CitiAssist Loan - available from Citibank
- * Achiever Loan - available from Key Education Resources;
- * National Education Alternative Loan - available from National Education
- * Total Higher Education (T.H.E.) Loan - available from PNC Bank.

**Allied Health Alternative Loan Programs
available to Physician Assistant and Nurse
Anesthesia students:**

- * MedCap Allied Health Loan - available from Norwest Bank;
- * MedFunds Alternative Loan -available from MedFunds
The University also offers a 10-month payment plan option.

**Graduate Assistant
Housing & Residence Life-
Westbrook College Campus**

- * Available to a student enrolled full-time in a graduate program of study.
- * Live-in position with responsibilities for residence hall management, student interaction, staff supervision, on-call coverage.
- * 10 month position/one-year contract. Renewable based upon performance.
- * Tuition stipend & scholarship of \$10,000-independent of financial need.
- * On-campus staff apartment and meal plan provided
- * Application packets available from Office of Student Affairs, Westbrook College Campus in December; with deadline to apply of April 1.

Students with specific inquiries regarding financial aid should request a copy of the current Financial Aid Handbook or contact the financial aid office directly.

Student Affairs

Mission Statement

The Division of Student Affairs at the University of New England provides quality programs and services that enhance the academic experience, enrich student life, and encourage personal growth. Students are afforded the opportunity to achieve their optimum potential as scholars, individuals, and as members of the global community through participation in intellectual, social, cultural, recreational, spiritual, leadership, and governance programs. With commitment to the development of community, the staff of the Student Affairs Division reflects the values of integrity, inquiry, service, perseverance, and caring.

The Division of Student Affairs consists of a wide variety of student services on both campuses including: Athletics (Men and Women) and Recreation; Campus Center, Finley Center and respective fitness programs; Counseling and Career Center; Proctor Center; Housing and Residence Life; Office for Students with Disabilities; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as an over-all campus resource and liaison to other services including, Dining Services, University Health Care, and religious services information. Programs and services for medical students and graduate students are coordinated by Student Affairs Offices on both the University Campus and the Westbrook College Campus.

Graduate students are strongly encouraged to be involved in the University Community. Students may choose from an array of opportunities to interact with other students, faculty and administrators. Involvement opportunities include volunteering, becoming a member of a University-wide or academic program committee, participating in student government, joining a student club or organization, or simply attending a program or lecture on campus.

You are invited to visit the Student Life web site at <http://www.une.edu/admin/sl/index.html> where you will find additional information about life outside of the classroom at the University of New England.

Graduate & Medical Student Affairs – University Campus

The Office of Graduate and Medical Student Affairs in Stella Maris on the University Campus (UC), extension 2329, serves as the primary liaison for graduate students whose programs are based on the UC, and for the College of Osteopathic Medicine (COM). They are responsible for developing and administering programs and services to support graduate and medical students. GMSA staff members also produce informational newsletters for students, advise graduate and medical student organizations, and advocate on behalf of students

Student Affairs – Westbrook College Campus

The Office of Student Affairs in Hersey Hall on the Westbrook College Campus takes the lead in coordinating programs and support services for graduate and undergraduate students based on that campus. The Assistant Dean of Students and the Student Affairs staff can provide a wealth of information about available resources, activities, and college administration and can be reached at extension is ext. 4212.

Graduate Student Orientation

An orientation session to assist incoming graduate students with their transition to the University is coordinated through the Office of Student Affairs on the WCC for programs based on that campus. With a goal of preparing students for a successful career at UNE, the orientation programs focus on the academic experience, support services, and financial aid. This is a good time, but certainly not the only time, to have questions answered and concerns addressed. Another element of these programs is to introduce students to faculty, administrators, and other new students. Orientation services for programs based on the University Campus or coordinated through the Office of Graduate & Medical Student Affairs.

Student Governance

Graduate Student Government (GSG)

There are four student governments within UNE: Student Government Association (SGA - undergraduate) on the Westbrook College Campus; the Undergraduate Student Government (USG) on the University Campus; the Student Government Association (SGA – COM) of the College of Osteopathic Medicine; and the Graduate Student Government.

The Graduate Student Government is comprised of representatives from each of the graduate programs (Nurse Anesthesia, Physician Assistant, Social Work, Physical Therapy and Occupational Therapy, Education and the CAGS program). All students enrolled in a graduate program are automatically members of this organization. The GSG has multiple purposes and objectives:

1. To provide a forum for discussion of issues internal and external of concern to graduate students;
2. To represent the graduate student interests before the UNE faculty and administration;
3. To participate in the formation of policies and practices regarding graduate students;
4. To foster a broad sense of community among students in graduate programs;
5. To gather and disseminate information of interest to students in graduate programs;
6. To serve as a voice and represent the views of graduate students to the University community and the community at large.
7. To conduct activities that promote the general welfare of graduate students;
8. To represent the views of graduate students to the University Community and the community at large;
9. To provide support and assistance to graduate student organizations.

The Representative Committee

The Representative Committee is a collaborative group which bridges all student levels (undergraduate, graduate, and medical) and Student Government units within the University of New England. It is made up of representatives from all units of Student Government and is advised by the Dean of Students.

Student Trustee and Student Trustee-Elect Positions

The position of Student Trustee was created by students and approved by the Board of Trustees. It serves as the means by which students play an integral part in the decision-making process at the University of New England. The student holding this position plays a dual role, serving as a: 1) representative of the entire student body and 2) Trustee for the University of New England. It is the intention of this position to foster the continued link between administration and students.

In addition to the Student Trustee position, a Student Trustee-Elect position was created. The Student Trustee-Elect will become familiar with the roles and responsibilities of the Student Trustee in preparation for assuming that position.

Co-Curricular Activities and Cultural Affairs

Campus activities play an important part in the total education of the student at the University of New England. All members of the University community are encouraged to involve themselves in a variety of activities.

Co-Curricular activities are planned and sponsored by a wide range of campus constituencies including administrative, departmental, student government, student programming boards, residence halls, clubs, sports teams, and others. Activities range from educationally-based programs and lectures, performing arts, and discussions on current issues to social opportunities, recreation and fitness programs, and concerts. Programs and services are open to students on both campuses, each campus sponsors its own unique traditions such as Charter Day and the annual Spring Variety Show.

On the University Campus, The Core Connections Program is a lecture and performance series, coordinated by Faculty and University Administrators, that accentuates the undergraduate Core Curriculum. Each year the Core highlights different themes such as: Environmental Awareness, Social/Global Awareness, Critical Thinking and Problem Solving, Citizenship, and Diversity. Core Connections invites faculty, administration and students from different majors to learn and experience together. The series strives to empower students to embrace a life of active learning and community involvement.

The Westbrook College Campus supports long-established and respected art and cultural series and collections. The annual Richard F. Bond Enrichment Series offers concerts, classic and contemporary films, readings, dance programs, and exhibitions from both local and national artists and experts. The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The Maine Women Writers Collection, housed in a special wing of the Abplanalp Library, is a special assemblage of literary, cultural, and social history sources by and about women authors, either natives or residents of Maine. These sources document and illustrate the times, circumstances and experiences of Maine women writers, revealing their public actions and private thoughts. The Westbrook College Campus Art Gallery, opened in 1977, highlights specific aspects of the visual arts: painting, sculpture, printmaking, photography, drawing, and architecture. The gallery periodically is the venue for special exhibits, and is open to the University community and the public.

Due to the close proximity of both the Portland and Boston areas, many students, either on their own or on college-sponsored group trips, take advantage of the opportunity to attend concerts, plays, museums, sporting events and other activities.

Housing and Residence Life

The Offices of Housing and Residence Life on both campuses are a resource for graduate students. There is limited on-campus housing available for graduate level students on both the University Campus in Biddeford and the Westbrook College Campus in Portland. In addition, the Housing Office of the University Campus solicits rental listings from property owners and landlords within commuting distance, and makes those listings available to students. Listings are posted on the Student Life/Housing & Residence Life section of the UNE Website <http://www.une.edu/studentlife/housing/> and updated on a regular basis from January through the summer. Because Southern Coastal Maine is an active tourism area, students looking in the Biddeford and/or coastal areas should be aware that many rentals are available only on a seasonal basis, typically September to May or June, although year-round or flexible listings are also submitted. There is also a process to register

roommate requests through both the University Campus and Westbrook College Campus Housing Offices. Students entering graduate programs will receive by mail, prior to the start of the program year, information about housing options and procedures.

Counseling & Career Center and Office for Students with Disabilities

Counseling Center

UC: Decary 109 ext. 2549

WCC: Proctor 320 ext. 4233

URL <http://www.une.edu/admin/sl/ccosd/counsel/main.html>

Director: [John R. Langevin](mailto:John.R.Langevin@une.edu), Ph.D., jlangevin@une.edu

The Counseling Center offers a variety of services which address the psychological well-being of the student population. Doctoral and Masters level clinicians provide individual and couples counseling, as well as workshops, special issues groups, and informational sessions. Counseling is confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. There is no fee for services.

Career Services

UC: Decary 102, ext. 2817

[Judy Bellante](mailto:Judy.Bellante@une.edu), jbellante@une.edu

WCC: Proctor 102, ext. 4237

[Judy McManamy](mailto:Judy.McManamy@une.edu), jmcmanamy@une.edu

URL <http://www.une.edu/admin/sl/ccosd/career/index.html>

The Career Services office helps students with career and life planning. Career advising and assessment are available for students who need assistance with clarifying skills, interests and career goals, and developing job search strategies. Special topic programs are presented throughout the academic year. The resource libraries contain information about careers, job seeking and potential employers, as well as access to CHOICES, a computerized career guidance system.

Office for Students with Disabilities

UC: Stella Maris, Room 128, ext. 2815

WCC: Proctor 318, ext. 4418

[Susan Church](mailto:Susan.Church@une.edu), schurch@une.edu

URL <http://www.une.edu/admin/sl/ccosd/osd/main.html>

The Office for Students with Disabilities (OSD) provides the student with documented disabilities reasonable accommodations in order to assure equal access to the University's programs and services.

Campus Center - University Campus

The Campus Center is a 56,000 square foot facility that encompasses a student union and a sports complex. The sports complex houses a 25-yard/6-lane handicapped accessible swimming pool; a ten-person hot tub; a fitness center that includes 15 "state of the art" Cybex Weight machines, free weights, exercise bikes, rowing machines, stair masters and recumbent cycles, two racquetball courts; and a 12,000 square feet of gymnasium space with a tenth of a mile indoor track. The front section of the building features a large lobby meeting area, the Campus Bookstore, Snack Bar (The Hang) and Multipurpose Rooms. Outdoor facilities offer jogging and cross country trails, and an outdoor volleyball court. Aerobics and the community fitness program called BodyWISE Center for Health and Fitness are available to matriculating students enrolled in non-distance learning programs. In addition, the Campus Center is the largest student employer on the University campus.

URL: <http://www.une.edu/admin/sl/ccbwise/index.html>

Finley Center- Westbrook College Campus

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center, multi-purpose room and locker room facilities. A wide array of recreation, wellness, and sporting events are held in the facility. Recreational activities include basketball, volleyball, baseball, softball, indoor tennis, floor hockey, wiffle ball and roller hockey. The gymnasium also hosts several community events including local high school and AAU basketball games, craft fairs, art fairs, blood drives, AIDS quilt display, and community recreational sporting events.

The 1,500 square foot fitness center is located on the second floor of the facility, overlooking the gymnasium. The fitness center is equipped with dumbbells and free weights. In addition, the fitness center is equipped with a complete circuit of Cybex strength training equipment,

treadmills, stair climbers, hip sled, stationary cycles, rowing machine, and stretching mats. Monthly fitness challenges are offered throughout the academic year. Other services available by appointment include fitness assessments, fitness prescriptions, body composition testing, blood pressure screening and equipment orientations.

The 1,500 square foot multi-purpose room is the site for wellness and special classes. Located on the lower level of the facility, classes include; self-defense, tai chi, yoga, Irish dance, CPR and first aid. Classes are offered during the academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Most classes and programs are FREE for UNE students, staff and faculty. A minimal cost is charged to non-UNE affiliated community members, family alumni, and guest members.

For facility hours or questions concerning programs/events please call the Finley Recreation Center front desk at 207-797-7688 ext. 4349.

Recreational Sports

Recreational Sports are active programs available to those on both the University Campus and the Westbrook College Campus. The mission of the Recreational Sports program is to provide fun and safe activities for the entire UNE community. There are both competitive and non-competitive sports events, as well as recreational activities for everyone. It is the philosophy of the Recreational Sports office that programs are inclusive of all individuals, no matter what skill level or ability one possesses.

Recreation programs offer undergraduate and graduate students, faculty, staff, and administration an opportunity to engage in a wide variety of recreational activities. These activities are open to all men and women, and include both team and individual sporting events.

The Recreational Sports programs change in response to demand and may include: Intramural Sports; Leagues and Tournaments; Extramural Sports; Competitive Club Sports teams. We capitalize on the University Campus' proximity to the Saco River and the ocean and offer waterfront activities as well.

All club sports are sponsored by the Undergraduate Student Government and the Club Sport Council. The Club Sports Council consists of individuals from both campuses who participate in the Club Sports program.

They act as the governing body to all the club sport teams offered here at UNE. The Council works directly with the Director of Recreational Sports to offer an extensive club sport program.

Student Discipline

As in any community, it is necessary for each member of the University community to maintain a constant awareness of the rights of the other person and the majority. When it becomes evident that an individual cannot or will not accept the responsibility for community life necessary for the good of its members and the University, disciplinary action becomes necessary.

Disciplinary (non-academic) action is normally administered under the supervision of the Dean of Students. The process is based on an educational philosophy and is designed to safeguard both the interests of the students and the University community. A full explanation of the University Judicial Process can be found in the Student Handbook on the UNE website, www.une.edu.

Health Services

University Health Care is comprised of the Sanford Petts Health Center and Alford Center (Manipulative Medicine) on the University Campus, and the Student Health Center on the Westbrook College Campus. In addition, there are other off-campus health center operations, including a Family Practice & Manipulative Medicine Health Center in Saco, Gastroenterology in Portland and Manipulative Medicine in South Portland and Falmouth. As a health care system, our goal is to provide high quality health care services to the public and to the entire UNE community, including students, student dependents, faculty, staff and their dependents. Under the direction of an osteopathic physician, the centers feature three Residency Programs and operate as model ambulatory-care facilities providing an integrated approach to the following services:

- * Family Practice
- * Physical Therapy
- * Internal Medicine
- * Orthopedics
- * Pediatrics
- * Individual Counseling
- * Gynecology
- * Sports Medicine
- * Gastroenterology
- * Osteopathic Manipulative Medicine
- * Laboratory, x-ray & Ultrasound services

Students needing specialized care are referred to Mercy Hospital or Maine Medical Center in Portland and Southern Maine Medical Center in Biddeford. All full-time students may use the services of University Health Care: please note that certain specialty services, including laboratory, are billable to your insurance.

Note: The University of New England offers a student health insurance plan, which may be purchased. All students must have insurance coverage at least comparable to the University coverage, and will be required to provide proof of coverage if not purchasing the University-offered plan.

University Health Care also takes an active role in the health maintenance of an individual and establishes these goals:

- a) Promotion of health through campus-wide programs.
- b) Informed individual participation in health decisions.
- c) Prompt and effective attention to all health care needs.

Appointments are required for routine office visits and non-emergency procedures. Urgent problems will be evaluated, treated, or referred based on their severity.

Immunizations

All incoming (new) matriculating students, and returning students entering certain health-related programs, are required by Maine State Law and/or University mandate to show proof of immunization. Specific information regarding required immunizations is distributed by Admissions and/or certain academic program departments. All students on either campus (undergraduate, graduate, and medical) must submit their immunization documentation to the Office of Graduate and Medical Student Affairs, Stella Maris Building on the University Campus in Biddeford. Basic questions about receipt of forms and compliance with State immunization mandates, may be directed to Graduate and Medical Student Affairs, ext. 2430. Technical questions about immunizations, titers, or acceptability should be directed to University Health Care, ext. 2358. If immunizations or examinations are required by your academic program, please contact your academic program office. If State-mandated immunizations are not completed within five (5) business days after the beginning of classes, students may be disenrolled from courses at UNE.

Westbrook College Campus Community Dental Hygiene Clinic

Another component of health care services at UNE is the Westbrook College Campus Dental Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook Dental Hygiene Clinic, which serves as both a teaching and community service facility. Westbrook dental hygiene students gain their first practical experience working with the public in this modern, 32-chair clinic. The public enjoys a variety of dental hygiene services at a greatly reduced cost. UNE Students are provided treatment at a nominal charge.

Services include oral inspections, scaling, x-rays, fluoride treatments, sealant application and counseling for oral care. The clinic operates during the academic year and accepts patients by appointment. Since this is part of a student's educational experience, patients should expect extended appointments approximately two hours in length. For additional information or to schedule an appointment contact the Dental Hygiene Office at ext. 4980.

Food Services

The University Dining Service Program provides flexible dining plan options for both resident and commuter students on both campuses. Commuters are welcome to participate in a convenient declining balance program where money is "applied" to a student ID card. Monday through Friday during the traditional school year, three meals a day are served in the dining hall on each campus; brunch and dinner are available on weekends. A wide variety of entrees, pasta selections, fresh salad bar, sandwich bar, dessert and beverages are offered. Students with special dietary or scheduling concerns are encouraged to work with Dining Service Management. On the University Campus, meals and snacks are also available during most of the year at "The Hang" in the Campus Center, and/or in the cafe in Alford Center for Health Sciences. Details about campus dining are available from Dining Services or Student Affairs.

University of New England Libraries

The Jack S. Ketchum Library on the University Campus and the Josephine S. Abplanalp '45 Library on the Westbrook College Campus provide UNE students, faculty and staff with these services:

- Libraries homepage: <http://www.une.edu/library>
- Web access databases
- e-books, e-journals, e-newspapers, e-forms
- Public access computers
- Data jacks and wireless access for individual laptops
- Remote access to databases
- Over 150,000 volumes
- Over 4000 print and electronic journal titles
- Videos, compact discs, CD-ROMs, and audio cassettes
- Reference, research, and literature search assistance
- Individual and course-related library research instruction
- Circulation and reserve
- Interlibrary loan and intercampus loan
- Maine InfoNet and WorldCat
- Photocopiers and microfilm reader/printers
- Group and individual study space

The Libraries support undergraduate and graduate programs in the allied health professions and the liberal arts and sciences. The Jack S. Ketchum Library also supports the curriculum of the College of Osteopathic Medicine. The Josephine S. Abplanalp '45 Library houses the Maine Women Writers Collection, containing literary, cultural and social history sources representing more than 500 Maine women writers.

Information Technology Services

UNE's Information Technology Services serves as the University's information technology leader. It provides resources for both academic and administrative computing, including technical, instructional, and informational support to students, faculty, and staff.

Information Technology Services (ITS) continuously monitors computer industry developments and the needs of the UNE community in order to create an effective and exciting environment for teaching, learning, and scholarship. The University computer network ranges through classrooms, offices, and computer labs. ITS is implementing an integrated University-wide information system to handle all administrative functions (registration, financial aid, etc.).

Each campus has a central computing area dedicated to use by students in all disciplines, seven days a week. On the University Campus, Decary Hall houses a state-of-the-art classroom and labs of Windows (IBM) and Macintosh computers; on the Westbrook College Campus, a new IBM-compatible classroom and lab are in Blewett Hall. In lab settings, a student staff provides assistance to users of educational, scientific, graphics, business, and Internet software. Laser printing is available in each computer area; there is no per-page charge.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Wireless Internet connections have been made available in many of the buildings and libraries for students with laptops on both campuses. The University is committed to implementing a Web-based portal and online registration system.

Media Services

UNE's Media Services department staff advises and assists UNE faculty, students, and staff in the development and presentation of media projects. The Department supports both linear and digital editing systems. The University has multiple video conferencing units on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

Student Records and Transcripts

Academic Records

Complete records and related documents are maintained in the Office of the University Registrar, Decary Hall. Under the terms of the Buckley/Pell Amendment to the Family Educational and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, the Department of Health and Human Services has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be

allowed but not required to waive his/her right of access to letters of recommendation received after that date. Under the terms of the Buckley/Pell Amendment, post-secondary institutions must provide students not only access to official records directly related to them, but also an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. It is the right of students to file a complaint with the Department of Health and Human Services concerning an alleged failure by an educational agency or institution to comply with section 438 of the Act that guarantees such rights.

University students wishing to review their records may do so by providing a written request to the Office of the University Registrar at least 48 hours in advance of the desired appointment.

Student Conduct Records

Student Conduct Records and related files are maintained by the Dean of Students in the Student Affairs offices on each campus. Student conduct records/files are maintained under the Family Educational Rights and Privacy Act (FERPA).

1. All student conduct and related files are maintained by the Office of the Dean of Students for a period of no less than four years after separation from the University. Records may be destroyed at that time. Disciplinary records may be retained for longer periods of time or permanently if specified in the terms of disciplinary sanctions.
2. Disciplinary records may be voided by the Dean of Students office with the concurrence of an Appeals Committee for good cause based upon written petition by student(s).
3. Denials of petitions to void disciplinary records may be appealed to the Vice President of Academic Affairs.

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including "directory information." One exception to this policy is the result of a federal law known as the "Solomon Amendment" which requires the University to release directory information to military recruiters upon request. For this purpose, directory information is defined as: name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and educational institution in which a student most recently was enrolled. Information not required or permitted by the Solomon Amendment and not considered directory information under FERPA will not be released without written permission of the student.

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the Office of the Registrar (University Campus), Student Registration & Financial Services Center

(Westbrook College Campus) or Student Affairs Offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a “withhold” status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for non-disclosure will remain in effect until a written request to change non-disclosure status is made by the student.

Response Time and End-of-Term Processing

Due to production demands in registration services offices (both campuses), requests for student records services cannot be processed on demand. Students are advised to plan on a three-to-five day turn around for their requests.

At the end of each fall and spring semester, registration offices must process significant volumes of grades, completions, and verifications after all final grades are submitted by instructors. This “end-of-term” processing is not finished for a minimum of two weeks after the last final exam. After end-of-term processing is finished, grade mailers are sent automatically to each student. Grades cannot be provided to student until end-of-term processing is completed.

For students who graduate spring semester: degree verification, posting, and diploma mailing must be done after end-of-term grades are processed. Diplomas are not normally mailed for a minimum of four weeks after the last final exam. Students are advised to anticipate waiting these periods of time, and should plan ahead when working with employers, graduate schools, agencies, or licensing bureaus when ordering transcripts, grade reports, or degree verifications.

Transcripts

The following are the policies and regulations concerning transcripts:

No official transcript will be issued until all financial obligations have been met.

Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.

Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped “Issued to Student”

Graduate Programs

General Academic Regulations

Other academic regulations apply within specific programs. See School/Program section for specific information.

Registration

All students will register on the specified days as stated in the University Calendar unless necessary adjustments are made to the calendar. Late registration requires permission of the University Registrar and payment of a late registration fee. On-campus students must confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding enrollment confirmation are mailed to each student. Students who do not confirm their enrollment within the announced time limits are subject to a \$75 late confirmation fee.

Master of Science-Occupational Therapy *College of Arts and Sciences*

This program is a combined undergraduate and graduate degree program. Students are admitted into the professional curriculum in the fall of their third year. Students are eligible to receive a Bachelor of Science degree, with a major in Health Sciences upon the completion of their fourth year of study. The Master of Science in Occupational Therapy is awarded upon the successful completion of the fifth year of study.

A complete description of the program and the relevant policies and procedures can be found in the undergraduate section of this catalog.

Doctor of Osteopathic Medicine *College of Osteopathic Medicine*

A complete description of the program and the relevant policies and procedures can be found in the College of Osteopathic Medicine catalog.

Master of Science in Education

Department of Education - College of Arts & Sciences

*Advancing the quality of life through developing reflective
and resourceful teachers who are competent, caring and qualified.*

Knapp, Robert Director, Master of Science in Education through Distance Learning Program
S.T.D., S.T.L., University of St. Thomas (Rome, Italy); M.S., Fordham University - Education; M. Div. B.A., St.
John's College - Philosophy.

Bald, Lisa Faculty Mentor
M.S., University of Southern Maine-Literacy Education; B.S., University of Southern Maine-Education

Barnhart, David L. Faculty Mentor
Ed.D, Teacher's College, Columbia University - Administration of Special Education; M.A. Teacher's College, Columbia
University - Mental Retardation; B.S. Bloomsburg State College - Elementary - Special Education.

Beaudoin, Michael Professor
Ed.D, University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S.,
University of Maine - Sociology.

Binger, Diane Faculty Mentor
M.S., State University of New York - Counselor Education; B.S., State University of New York - Health Education.

Blanchard, Peter Faculty Mentor
M.S., Bank Street College-Math Leadership; M.Ed., Xavier University-Elementary Education; B.S., Xavier University-
Math/Science

Bradburn, Deborah Faculty Mentor
M.S., University of New England; B.S., University of Maine-Elementary Education

Cannan, Donald Faculty Mentor
Ed.D., Nova University-Educational Leadership; M.S., University of Maine-School Guidance & Counseling; B.S.,
Maine Maritime Academy-Marine Engineering

Defazio, Mark Faculty Mentor
M.S.-University of Southern Maine-Literacy Education; B.S.-University of Southern Maine-English.

Diehl, Timothy Faculty Mentor
M.S., Florida Atlantic University - Education; B.S., Florida Atlantic University - Elementary / Secondary Education;
B.A., Florida Atlantic University - Business Administration.

Ford, Charles Professor
Ph.D., SUNY at Buffalo - Organization and Administration; M.Ed., B.S., Pennsylvania State University-
Communications; B.S., Pennsylvania State University - Mathematics and English; B.A., Taylor University- Natural
Sciences.

Freeman, Joyce Faculty Mentor
M.S.-Educational Administration-University of Southern Maine (Gorham); M.S.-Gorham State College of the
University of Maine (Gorham); B.S.-English, Social Studies-Gorham State College.

Continued next page—

Golding, Jane E. Faculty Mentor
M.S., University of Southern Maine - Reading; B.S., University of Southern Maine - Education.

Hatch, Sherrilyn K. Faculty Mentor
Ed.D., Boston College - Curriculum and Supervision; M.S., Southeast Missouri State University - Special Education/
Language Therapy.

Lambert, Shawn Faculty Mentor
M.Ed, University of Maine-Administration; B.A., Colby College-English

Marcotte, Carol Faculty Mentor
Ph.D., Berne University; M.S., University of Southern Maine-Education; B.S., University of Southern Maine-
Elementary Education

McCann, Joyce Faculty Mentor
Ed.D., Boston University - Special Education; M.S., University of Southern Maine - Reading; B.A., St. Joseph's
College - History / English.

Murphy, David Faculty Mentor
Ed.D., NOVA Southeastern University - Educational Leadership; M.S., Bridgewater State College - School
Administration; B.A., Stonehill College - Elementary Education.

Norbert, Mary Faculty Mentor
M.S., University of New England; B.A., Boston College - Secondary Education / English.

O'Connor, Maura Faculty Mentor
M.A., Fairfield University - Instructional Computer Science; B.A., Saint Joseph College- Special Education/ Child
Study.

O'Neill, Patrick Faculty Mentor
Ed.D NOVA Southeastern University; M.S., Manhattan College-Administration and Clinical Supervision; B.A.,
Manhattan College-Teacher Preparation English/Reading, Special Education

Prince, Sanford J. Faculty Mentor
M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Elementary
Education.

Prince, Susan Faculty Mentor
M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Early
Childhood Education.

Scudiere, Paul J. Assistant Professor
Ed.D., State University of New York - Higher Education Administration; M.A., St. John's University - History; B.A.,
Adelphi University - American History and Government.

Stirling, Lee Anna Faculty Mentor
Ed.D., Columbia University - Staff / Organization; M.S., Lesley College - Learning Disabilities / Special Needs; B.S.,
Syracuse University - Elementary Education.

Witham, Kate Faculty Mentor
Ed.D, Boston College-Curriculum, Instruction & Administration; M.S., Boston University-School Counselor; B.A.,
Regis College-English

Wood, Michael Faculty Mentor
Certificate of Advanced Graduate Study, Boston University; M.S. , University of Southern Maine - Educational
Administration; B.S., University of Southern Maine - Elementary Education.

Overview

Utilizing a distance learning format, the Master of Science in Education program brings the University of New England to the learner. We have designed this program so that teaching professionals can have a high quality graduate education experience in the convenience of their home or school. The program offers experienced teachers the opportunity to study, reflect and practice skills based on the most recent educational research and instructional techniques that will enhance confidence and skill in the classroom.

The curriculum in this master's degree program is presented through multiple learning modalities. Each course includes videotaped presentations that feature nationally recognized experts in education. Specialized study guides facilitate application of the concepts presented in the video lessons; textbooks and selected articles provide additional information and understanding.

Courses are provided in a sequential format with content which builds upon the previous courses to ensure that students are exposed to a comprehensive curriculum relevant to contemporary classroom teachers.

Students may register via mail, fax or telephone. All materials, videos, study guides, texts, required readings, and assignments are sent to the student's home or school without additional charges for shipping except for those who reside outside the U.S.

Objectives/Outcomes

- Offer an innovative curriculum that presents the latest educational theories and the practical skills necessary to maximize performance and competency as professional educators.
- Create a unique opportunity for teachers to work in a collegial manner with fellow teachers to produce teams that enhance and encourage ongoing professional development.
- Enable teachers to complete academic work and degree studies in a time/place flexible manner utilizing video materials featuring nationally known teacher educators.
- Establish a learning environment for teachers to become more reflective about their practice, and translate new insights into meaningful change.

Admissions Information

UNE carefully assesses M.S.Ed. applicants on the basis of evidence provided in all application materials submitted. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly and thoughtfully for full consideration.

Student Requirements

To participate in this degree program, students are required to:

- Work as a participating member of a collegial study team.
- Have access to a video player, television and Internet.
- Have access to a classroom in which to apply the strategies that are taught.
- Participate in an Integrating Seminar on campus one week in one summer or the Option of a self-study, self-guided project with approval by the Director.
- Submit all course assignments in a satisfactory and timely manner.

Criteria

- A bachelor's degree from an accredited institution.
- Minimum of one year teaching experience.
- Presently employed as a teacher or able to access a classroom on a regular basis over an extended period of time.
- Ability and discipline to pursue rigorous, self-paced graduate level studies.
- Interest in professional development and commitment to educational change.
- Potential to improve practice through application of new knowledge and skills.

Process

- Completed application form submitted to UNE. The program admits learners each of the three terms.
- \$40 non-refundable application fee.
- Goal Statement - A minimum of two (2) double-spaced typewritten pages including information about your experience as a teacher, your interest in graduate level study, your capacity to succeed in a distance education format, and your post-master's professional goals.
- Official Transcript(s) from the accredited institution(s) from which you attained your baccalaureate degree and have completed any graduate courses (must have official seal). NOTE: Although there is no minimally acceptable average for admission, GPA will be considered as an additional indicator of potential success in the program.
- Teaching certificate or evidence of teaching experience.

- If you are not currently employed as a classroom teacher you will need the following: 1) a statement of your plan to access a classroom; 2) a letter of invitation from the teacher in whose classroom you propose to work on a weekly basis, over an extended period of time; and, 3) a letter from the principal who is responsible for the school's instructional program, accepting your plan for access.
- Applications will not be processed until ALL required items have been received by UNE. Completed applications with late materials will be reviewed for admission in the next semester.

Registration for Classes

Courses in the M.S.Ed. program are scheduled in three terms: Fall (October - January), Spring (February - May), and Summer (June - August). Upon acceptance into the program, students are sent registration materials. To register by mail, the student sends the completed registration form and payment in full by check (make payable to "University of New England"), money order, MasterCard or VISA to the **MSEd Department**.

Orientation

All newly admitted students are required to take part in an orientation session by video. This session provides the opportunity to become familiar with UNE and its M.S.Ed. program prior to beginning degree studies.

At orientation, students will:

- Receive an introduction to the University of New England.
- Receive an overview of program content and format.
- Receive student support services information.
- Review video lectures, study guides and assignments.
- Receive information on developing a teaching portfolio and an action research project.

Transfer of Credit

A maximum of two 3-credit graduate level courses (grade B or better) may be transferred from an accredited institution and applied toward the 33 credit hour M.S.Ed. curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the M.S.Ed. course for which a waiver is requested. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU- 560, 566, 572) and Integrating Seminar (EDU-558). Transfer credit requests and approvals can be made only after the applicant has

been admitted as a degree candidate. No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the M.S.Ed. curriculum is necessary to achieve the desired integration of theory and practice the program provides.

Past or present UNE Individual Video Course registrants (High-Performing Teacher, Succeeding With Difficult Students and Motivating Today's Learner (grade B or better)) may apply to equivalent courses in the M.S.Ed. curriculum. Additional assignments and supplemental tuition per course will be required.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee (one-time, non-refundable)	\$75
Tuition per credit hour*	\$250
Materials Fee/per course	\$80
Technology Fee	\$150 annual

*Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.

For more information regarding tuition and fees, please consult the M.S.Ed. Student Handbook.

Technology Fee-MSED

A Technology Fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail accounts and web mail administration for those students in the MSED program. The e-mail accounts represent an official means of University communication. As such, students are responsible for information that is distributed to them via e-mail. This web-based e-mail account allows students to pick up their e-mail from any computer connected to the Internet.

General Service Fee

This mandatory fee is billed to MSED students and provides the following services:

1. Graduation activities including cost of speakers and diplomas.
2. Transcripts are available at no charge.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation which is sent with course materials. It is also available from the Director of the MSED Program, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Dean of the College of Arts and Sciences upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated MSED students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)

Fall\Spring\Summer

Tuition Refunds

During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer

During the first week	40%
During the second week	20%
Over two weeks	No refund

Tuition Refunds

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CAS Dean, MSED Director or designate and upon completion of the required "Request for Leave of Absence" form available from the MSED Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CAS Dean or MSED Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer

Tuition Credit	
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Financial Aid

Students in the MSED program who are enrolled for at least 3 credits per semester may be eligible to receive financial assistance in the form of federal student loans. These loans may be used to pay the student's institutional charges each semester. For additional information, please contact the Financial Aid Office at (207) 283-0170 x2342 or visit the Financial Aid Office web page at <http://www.une.edu/finaid>.

Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 (B or better). Failure to do so will result in Academic Probation and possible termination from the program. Students receiving a grade of “F” in any course will be immediately placed on Academic Probation. This student must register and pass the failed course with grade of C or better before registering for any additional credits.

Each participant’s cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Integrating Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, he or she will be counseled to terminate degree studies in this program.

Videotape Format

Videotaped presentations introduce students to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, students have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

Each course contains approximately 15 instructional video segments. Contained throughout the videos are segments filmed in kindergarten through high school classrooms utilizing educators demonstrating the concepts presented. The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Canter & Associates, Inc., in consultation with UNE faculty.

Timeline for Program Completion

Students are able to complete this master’s program at their convenience, but must follow the fixed sequence of courses. Courses must be completed within the semester when registration has occurred. Students may complete the program in five or six semesters (i.e. two years or less); students may “stop out” for one term if necessary, and take an additional term to complete the program. Students may also take a slightly reduced course load in any semester, if necessary, but this will require some additional study team arrangements.

Students may register for the Summer Integrating Seminar (EDU-558) after successfully completing six credits in the program.

Graduation

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and dates when close to completing requirements for the degree.

Graduation Requirements

All M.S.Ed. degree candidates must fulfill the following academic requirements:

- Pursue degree studies with a collegial study team
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner
- Participate in the one week Summer Integrating Seminar on campus or the Option of Self-Study Project.
- Complete and submit an Action Research Project
- Complete and submit a Portfolio or a 15 page reflection paper.
- Abide by all University regulations applicable to M.S.Ed. students
- Fulfill all financial obligations in a timely manner.

Curriculum

The M.S.Ed. degree program requires 33 semester hours of course work for completion. Since all of the courses are designed to build upon previously learned information and skills, courses must be taken in a sequential manner.

The curriculum also prepares students to conduct collaborative action research. Each course is designed to present 1) a thorough understanding of current research in each content area presented; 2) practical strategies

to apply the concepts presented in the classroom; and 3) evaluative skills necessary to critically analyze and implement concepts, to ensure maximum classroom success.

Course Titles and Sequence

EDU 550 -The High-Performing Teacher
 EDU 551-Effective Classroom Management
 EDU 553-Strategies for Self-Directed Learning
 EDU 554-Instructional Strategies Part 1 -Motivating Today's Learner
 EDU 555-How to Use the Internet in Your Classroom
 EDU 556-Instructional Strategies Part 2 -Learning Styles & Multiple Intelligences
 EDU 558-Integrating Seminar (offered summers only)
 EDU 560-Collaborative Action Research - Part 1
 EDU 562-Instructional Strategies Part 3 - Models of Effective Teaching
 EDU 563 A-Teaching Reading in the Elementary Grades – or
 EDU 563 B-Improving Reading in the Content Areas:
 Grades 6-12
 EDU 564-Curriculum Design & Authentic Assessment
 EDU 566-Collaborative Action Research - Part 2
 EDU 572-Collaborative Action Research - Part 3

Course Descriptions

EDU 550 3 credits The High-Performing Teacher

This course sets the tone for the entire master's degree program. It examines significant challenges facing educators today within the context of confronting educational issues. Traditional teacher belief systems are examined and strategies presented to counteract burnout. Time management and problem solving strategies are presented and demonstrated by teachers at all grade levels.

EDU 551 3 credits Effective Classroom Management

This course analyzes the dynamics of the classroom unit and examines classroom management strategies in light of individual teaching environments. Behavior management and conflict resolution strategies are explored and developed. The need for parental involvement is investigated and proactive strategies for working effectively with parents are presented.

EDU 553 3 credits Strategies for Self-Directed Learning

As schools and classrooms around the country continue in their efforts at restructuring and reform, so too is the role and identity of the teacher evolving. This course is designed to assist teachers developing the skills and strategies needed

to prepare today's students for living and learning productively in a global society. The course focuses on the attributes, intellectual behaviors and characteristics of self-directed learners with a particular emphasis on helping students manage, monitor and modify their own learning as a continuing, lifelong process.

EDU 554 3 credits Instructional Strategies, Part 1 - Motivating Today's Learner

This course explores the research base on underachievers and the role of teacher interaction in the success level achieved by students. Teaching and learning strategies are presented to motivate all students to achieve at higher levels. Teachers at all grade levels demonstrate questioning, active learning, feedback and homework strategies. Gender equity issues are explored as they relate to student motivation and learning.

EDU 555 3 credits How to Use the Internet in Your Classroom

This course helps you to improve your teaching skills as you learn to use the power of the Internet both personally and professionally. Develop inquiry – oriented lesson plans and curriculum – based projects, as you promote student collaboration and communication with peers and experts. This course stresses hands – on experience to master new proficiencies critical in the Information Age.

EDU 556 3 credits Instructional Strategies, Part 2 - Learning Styles and Multiple Intelligences

This course explores the many aspects of diversity in learners including learning style, cultural diversity and multiple intelligences. Focus is on diagnosis and prescription based on understanding of a student's dominant style of learning. Instructional strategies are presented for teaching the diverse learner and for creating challenges that encourage students to learn through various styles and intelligences.

EDU 558 3 credits Integrating Seminar (offered summers only)

The Integrating Seminar is a week-long session held on the university campus in Biddeford, Maine. This course provides a context wherein the learner is assisted in the process of bringing together the various elements of the curriculum of study. The program provides an opportunity to meet other learners in the program to share ideas and facilitate problem solving. (Note: this course cannot be taken until the learner has completed 6 credits in the program)

-OR-

EDU 558 A **3 credits**

Guided Self – Study

As an alternative to the Summer Integrating Seminar, you have the opportunity to do a self-guided self-study project, subject to the approval of the MSED Director. The project is to be in an area of education that you choose. It must have effective application in your classroom, school or district. The project's subject and an initial outline of your plan are to be presented to the Director of the MSED Program during the first two weeks of your second semester in the program. It must be completed before the end of your last semester in the program.

EDU 560 **1 credit**

Collaborative Action Research, Part 1

This module is an introduction to the process of Collaborative Action Research (CAR), a practical approach to research which is designed for the working educator. The course discusses the elements of CAR and how it differs from traditional empirical research. Emphasis is on the collaborative aspect of defining a problem to research within the learner's classroom, school or community. This module culminates with the development of a problem statement and a review of the literature.

EDU 562 **3 credits**

**Instructional Strategies, Part 3 -
Models of Effective Teaching**

This course examines theoretical foundations and practical applications of four models of teaching: Teaching for Mastery, Teaching for Understanding, Teaching Cooperatively and Teaching for Self-Expression. Eight new teaching strategies are presented for applying the newest research on teaching and learning.

EDU 563 A **3 credits**

Teaching Reading in the Elementary Grades

This course introduces students to effective methods for teaching reading are demonstrated by master teachers. These research-based strategies allow elementary teachers to address the wide range of needs and abilities in today's classrooms and respond to the challenge of helping all students reach today's literacy Standards.

-OR-

EDU 563 B **3 credits**

**Improving Reading in Content Areas:
Grades 6 - 12**

This course takes your students beyond basic reading to the level of understanding content. Research-based concepts and strategies enable teachers of all academic subjects to integrate reading into lessons and activities so students can achieve content-area standards.

EDU 564 **3 credits**

Curriculum Design and Authentic Assessment

This course looks at a range of approaches including integration of the curriculum and the relationship of curriculum design to the real-world application of learning. The relationship of assessment to curriculum is explored as well as the principles and practices of various alternative models of assessment.

EDU 566 **1 credit**

Collaborative Action Research, Part 2

In this module, the learner further refines their problem statement and designs the CAR methodology. Attention is directed at the data collection methodology and the means for evaluating data.

EDU 572 **1 credit**

Collaborative Action Research, Part 3

In this module, the learner collects data, interprets the results, develops an action plan designed to address the problem. The course is completed with the learner producing a final report of the CAR process.

Master of Science - Nurse Anesthesia

College of Health Professions

Deisering, Leon F. Program Director/Associate Professor
M.S.N., Catholic University; CRNA, William Beaumont Army Medical Center.

Turcato, Nina M. Assistant Program Director/Assistant Professor
M.S., CRNA, University of New England; B.S.N, College of St. Theresa.

DeCarlo-Picarrillo, Susan Adjunct Lecturer
M.S., CRNA, Columbia University; B.S.N., St. Joseph's College (CT); B.S., Southern Connecticut State University.

Johnson, David W. Associate Professor
Ph.D., Virginia Polytechnic Institute and State University; M.S., University of Massachusetts; B.S., University of Vermont.

Norton, James M. Professor
Ph.D., Dartmouth College; B.M.S., Dartmouth Medical School.

Spirito, Carl P. Associate Professor
Ph.D., University of Connecticut; B.S., Central Connecticut State College.

Winterson, Barbara J. Associate Professor
Ph.D., B.S., University of Maryland.

Overview

The University has been involved in Nurse Anesthesia education since 1984, serving initially as an academic affiliate for hospital-based certificate CRNA programs. In 1987, we initiated the present program leading to a Master of Science - Nurse Anesthesia, and are now serving not only our own students, but also as the academic center for hospital-based Schools of Nurse Anesthesia. Under either arrangement, both the MS degree and the Certificate of Clinical Anesthesia Education can be earned simultaneously.

Mission Statement

A primary mission of the University of New England is to educate and train health and human services professionals. In this context, the purpose of the Nurse

Anesthesia Program is to offer education and experience of the highest quality emphasizing an integrated and interdisciplinary perspective on health and healing to a select group of graduate-level registered nurses in order to satisfy the growing societal need for competent anesthetists. Our educational mission is to prepare graduates for the life-long study and practice of anesthesia.

The School strives to provide the highest possible level of scientific knowledge to each individual student through formal and informal guidance, professional, didactic and clinical instruction. In addition, the School is dedicated to providing every possible opportunity to the student so that they are able to develop to their fullest potential as a professional and as a person. The School strives to accept the highest quality individuals, prepare them in the field of nurse anesthesia and enable them to become competent Certified Registered Nurse Anesthetists.

CRNA

As one of the first nursing groups to specialize beyond general nursing, Certified Registered Nurse Anesthetists (CRNA) represent a long standing commitment to high standards in a demanding field. They provide one-on-one care to their patients before, during, and after the operation by delivering quality anesthesia services for surgical and obstetrical procedures combined with a personal concern for the health and welfare of the individual.

An estimated 20 million anesthetics are given in the United States each year, and CRNAs administer more than half of them in a variety of procedures, including obstetric, pediatric, neurosurgical and cardiovascular. Once a student has completed his/her educational work, they are eligible to take a National Certification Examination. The examination is administered in testing centers located throughout the country. Successful completion allows graduates to become a Certified Registered Nurse Anesthetist (CRNA). Nurse anesthesia is the only anesthesia care profession which has traditionally advocated specialty certification as a requirement for practice.

CRNAs may practice in a number of settings in addition to the operating room. They may work in psychiatric wards, emergency rooms, or intensive care areas. Nurse Anesthetists may also be employed by dentists, dental specialists, podiatrists, plastic surgeons, and by the increasing common ambulatory surgical centers, health maintenance organizations (HMOs), preferred provider organizations (PPOs), and other alternative care facilities.

In urban areas, CRNAs constitute approximately half of the professionals qualified to administer anesthesia; in rural settings, this percentage increases. Currently, 47% of all CRNAs are employed by hospitals, and 38% by physicians, while 12% contract their services independently, all working in a variety of practice settings. Still others serve in the U.S. Military and Veterans Administration system. CRNAs are legally licensed as registered nurses in all 50 states and certified nationally in the specialty of anesthesia.

The rewards of being a nurse anesthetist are many. There is the opportunity to get involved in research that advances the science of anesthesia, the chance to broaden clinical knowledge, and the potential to teach others about anesthesia. CRNAs also receive a great

deal of satisfaction with the knowledge that they have made a direct hands-on contribution to their patients' well-being. Finally, the nurse anesthetist practices in one of the highest paid nursing specialties.

AANA

The American Association of Nurse Anesthetists (AANA) was founded in 1931. Today, AANA represents more than 25,000 CRNAs nationwide and is one of the nation's most dynamic health care professional organizations. In addition to offering educational workshops at its many conventions and regional meetings, AANA represents the interests of CRNAs in Congress. A bill was signed into law in 1986 making nurse anesthetists the first nursing specialty to be accorded direct reimbursement rights under Medicare's prospective payment system. AANA's effectiveness as an organization is evident in the fact that more than 96% of nurse anesthetists in America today belong to the AANA.

Nurse Anesthesia MS Program

Under the integrated MS-Nurse Anesthesia Program, the University awards the Master of Science-Nurse Anesthesia Degree to students who satisfactorily complete a 50 credit schedule of classes offered over a 27 month period.

Our integrated curriculum incorporates both classroom and clinical components. The on-campus didactic portion consists of graduate courses taught by the UNE Graduate Science Faculty and by clinical faculty from our affiliated hospitals. This segment is offered primarily during two full-time semesters (Fall, Spring); a total of 8 months of study. After the completion of this phase, the students move on to the 19 month hospital-based clinical portion of the curriculum. In addition to clinical anesthesia training, this phase also includes continuing lecture, seminar, and independent research courses taught by University and hospital faculty. Successful completion of the program qualifies the student to take the National Certifying Examination. To date, 100% of our graduates pass this examination during their first year after graduation.

Hospital-Collaboration Program

In addition to our own integrated MS-Nurse Anesthesia Program, the University also serves as the academic center for one Hospital-Based Schools of Anesthesia. Under this arrangement, the University provides only the academic component, and awards the academic MS-Nurse Anesthesia Degree, while the hospital school provides the clinical training leading to the Certificate of Clinical Anesthesia Education, which they award independently. Applications for these programs are available from individual hospitals, including:

St. Joseph Hospital - School of Anesthesia for Nurses

200 High Service Rd., North Providence, RI 02904

Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Council on Accreditation of Nurse Anesthesia Educational Programs granted full, six-year accreditation to the University of New England's MS-Nurse Anesthesia Program in October 1996.

Continuing Education

Many of our regular courses are available individually to practicing CRNAs on a continuing education basis, and other special programs are planned. The School of Nurse Anesthesia expects to become a life-long academic center for all CRNAs in the Northeast.

Admissions Information

For the MS-Nurse Anesthesia Program, applications may be obtained from the Admissions Office or see UNE's Website. For the Hospital-Collaboration MS Program, applications must be obtained from an individual hospital-based school, and students are then admitted simultaneously to UNE and a specific Hospital Program. The application deadline is February 1. Basic admission requirements for all programs are:

- A Bachelors of Science in Nursing or other appropriate field,
- A current Registered Nurse License,

- A minimum GPA of 3.0 in science and professional courses,
- Results of a recent GRE Exam,
- A minimum of one year of acute care nursing work experience before application,
- Successful completion of an undergraduate organic chemistry or biochemistry course during the last five years.
- Current Advanced Cardiac Life Support (ACLS) Certification,
- Current, Pediatric Advanced Life Support (PALS) Certification

Orientation

A full day of orientation activities is held on the first scheduled day of each new class. This includes registration, financial aid conferences, tours, introductions, etc.

Transfer Students

The School of Nurse Anesthesia does not accept transfer students from other programs.

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee	\$250
Tuition per credit hour*	\$505
Malpractice Insurance	TBD

*Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.

For more information regarding tuition and fees, please consult the MSNA Student Handbook.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England in the amount of \$1,000,000/\$3,000,000. There is a fee that is charged annually to the MSNA student.

General Services Fee

This mandatory \$250 fee is billed to graduate students enrolled in 7 or more credits and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Orientation activities.
3. Health Center services.
4. Finley Center gymnasium.
5. Athletic events including intramural programs and all intercollegiate home games.
6. Transcripts are available at no charge.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the Nurse Anesthesia program, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Dean of the College of Health Professions upon receipt of the withdrawal notice from

the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated MSNA students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)

Fall\Spring\Summer

Tuition Refunds

During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer

Tuition Refunds

During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CHP Dean, MSNA Director or designate and upon completion of the required "Request for Leave of Absence" form available from the MSNA Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CHP Academic Dean or MSNA Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer

Tuition Credit

During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Financial Aid

Detailed information and applications are available on request from the Financial Aid office at the University Campus. Call 207-283-0170, extension 2342. See page 192 for information.

Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

Grading

Course grades are determined by the student's performance in that course, and may be expressed either as a letter grade, or as a pass-fail grade. At the conclusion of each semester, the work of each student is reviewed jointly by Program faculty and hospital Program Directors, and those who do not have a satisfactory record may be asked to withdraw from the program.

Grading system

The following grading system is in effect.

A	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75
C+	2.50
C	2.00
C-	1.75
F	0.00
W	Withdrawn
WP	Withdrawn Passing
WF	Withdrawn Failing
P	Passing
NP	Not Passing
I	Incomplete

A grade of F received in any course will prevent the student from entering into the clinical phase of the program.

Semester and Term Reports

Semester and term reports are issued after examinations have been held at the close of each semester or term. Semester and term grades reported to the Registrar, by faculty members, are final.

Course Add/Drop or Withdrawal Policy

Due to the standard curriculum sequence within the MSNA Program, students are not allowed to add or drop courses. Students may not withdraw from a MSNA course, to do so indicates a complete withdrawal from the MSNA Program.

Repeat Course Policy

Courses in the MSNA program are offered once per year. If a course is failed the student is allowed to repeat it; however, s/he must wait until the next time that course is offered in the MSNA program schedule. Until the course is offered again the student must apply for and remain on a Leave of Absence (see below for procedures).

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

Graduation

Upon successful completion of the entire 27 month program, students are awarded a Master of Science Degree in Nurse Anesthesia from the University of New England.

Curriculum

The Curriculum is designed so that students are based primarily on campus for the first 8 months (2 semesters) of the program. The majority of the basic science didactic courses are offered during this period. The remaining 19 months of the program are hospital-based, with an emphasis on advanced course work, clinical training, and research.

All students in the combined program are required to complete the entire curriculum with passing grades, and also to complete an assigned research or teaching project.

CURRICULUM:**MASTER OF SCIENCE-NURSE ANESTHESIA PROGRAM****First Year: Classes on Campus: (8 Months)****Term 1 -Fall(September-December, 4 months)**

Number	Course	Title	Credits	Hours	Description	Course Director
ANE-504		Pharmacology I	3	45	Basic Principles	Pharm. Staff
ANE-507		Chemistry/Physics	3	45	Chem/Phys for Anesthesia	Spirito/Mokler
ANE-505		Anatomy Review	2	30	Gross Anatomy	DeCarlo
ANE-601		Professional Aspects I	2	30	Issues related to Nurse Anes.	Deisering
ANE-603		Physiology I	5	75	Basic Principles, Cardio, Endocrine	Physio. Staff
ANE-608		Integrating Seminar I	1	15	Integ/Trans to student life	Langevin/staff
ANE-621		Health Management	2	30	Legal/Ethical Issues	Miree
		Total:	18	270		

Term 2 - Spring (January-April, 4 months)

ANE-604		Physiology II	5	75	Neuroscience, Renal, Resp	Physio.Staff
ANE-606		Pharmacology II	4	60	Systems, Anesthetics	Deisering/Staff
ANE-602		Anes. Principles I	3	45	Principles of Anesthesia	Turcato/Staff
ANE-609		Research Methods Seminar	3	45	Research Topics/Literature Review	Turcato
ANE-622		Principles of Didactic Instruction	1	15	Teaching Principles	Buono
		Total:	16	240		

Second Year: Classes During Clinical Rotations: (19 Months)**Clinical Rotations approx. May 1st.****Term 1-Summer/Fall June-November 6 months)**

ANE-623		Anes. Principles II	3	45	Principles of Anesthesia	Deisering/Staff
ANE-613		Research Practicum I	3	45	Research Project	Staff
		Total:	6	90		

Term 2 - Fall/Spring (December-April 6 months)

ANE-624		Anes. Principles III	3	45	Principles of Anesthesia	Turcato/Staff
ANE-626		Professional Aspects II	2	30	Issues in Nurse Anesthesia	Deisering/Staff
		Total:	5	75		

THIRD YEAR:**Term 1-Summer/Fall (May-November 7 months)**

ANE-625		Anes. Principles IV	4	60	Principles of Anesthesia	Deisering/Staff
ANE-620		Clinical Review	1	15	Clinical Didactic Review	Turcato/Staff
		Total:	5	75		
		PROGRAM TOTAL:	50	750		

Course Descriptions

All courses in the 500 series are open for continuing education credit without specific prerequisites. Courses in the 600 series require consent of the director for continuing education credit.

ANE 504 3 credit Pharmacology I

Basic principles of pharmacology, covering mechanisms of drug uptake, action, and removal from the body.

ANE 505 2 credits Anatomy Review

A general review of gross anatomy with particular emphasis on the spinal cord, peripheral nerve plexus, and other areas of importance to nurse anesthesia.

ANE 507 3 credits Chemistry/Physics

A study of the laws of chemistry and physics relating to anesthesia. Emphasis is placed on the gas laws, vaporization, pressures and flow, and chemical properties of anesthetic agents and drugs.

ANE 601 2 credits Professional Aspects of Anesthesia I

A presentation of topics related to the practice of anesthesia, including stress, practice, current issues, substance abuse, insurance, and professional organizations.

ANE 602 3 credits Principles of Anesthesia I

An overview of anesthesia, with emphasis on pre- and post-operative assessment, charting, and laboratory analysis. Principles and operation of anesthesia machines, ventilators, and other equipment, monitoring, airway management, blood transfusion therapy, positioning and fluid electrolytes.

ANE 603 5 credits Physiology I

Basic principles of human physiology with emphasis on membrane, cellular, and tissue mechanisms common to many organ systems. Human Physiology/Pathophysiology with emphasis on Respiratory and Cardiovascular systems.

ANE 604 5 credits Physiology II

Comprehensive study of the anatomy, physiology, and pathophysiology of the nervous, muscle, endocrine systems and renal systems.

ANE 606 4 credits Pharmacology II

Pharmacology as it relates to the cardiovascular, central nervous system, respiratory, muscle, and endocrine systems, including general, local, and spinal anesthetic agents, muscle relaxants, and adjunct drugs.

ANE 608 1 credit Integrating Seminar

These seminars provide an on-going forum for students to process their cumulative learning experiences, to develop a reflective approach to the application of their learning and to synthesize newly acquired knowledge and skills into a meaningful whole as they proceed to the next level of knowing and competence.

ANE 609 3 credits Research Methods Seminar

Introduces the student to research articles related to anesthesia, how to critique and evaluate them.

ANE 613 3 credits Research Practicum I

This course consists of individual study and the preparation of a research project based on a supervised research/teaching project.

ANE 620 1 credit Clinical Review

Review of Clinical and didactic material in preparation for national certifying exam.

ANE 621 2 credits Health Management

A presentation of topics and issues related to health care law and health care management. Topics may include ethical issues, legal issues, legislative issues and health care reform.

ANE 622 **1 credit**

Principles of Didactic Instruction

A perspective into the role and responsibilities of the nurse anesthetist as an educator. Designed to prepare future nurse anesthetists for the role of a professional educator.

ANE 623 **3 credits**

Principles of Anesthesia II

Advanced anesthesia principles including special considerations for respiratory, cardiovascular, and neuro.

ANE 624 **3 credits**

Principles of Anesthesia III

Advanced anesthesia principles related to regional, HEENT, geriatric/MAC and hepatorenal.

ANE 625 **4 credits**

Principles of Anesthesia IV

Advanced anesthesia principles related to obstetrics, pediatrics, collagen disorders and organ transplantation, trauma/burns and other special procedures.

ANE 626 **2 credits**

Professional Aspects of Anesthesia II

A continuation of Professional Aspects of Anesthesia I. Issues involving the profession are explored.

Master of Science - Physician Assistant

College of Health Professions

Marlin, Karen A. PA-C, MS
Program Director/Assistant Professor
P.A., Yale University School of Medicine Physician Associate Program; M.S., Finch University of Health Sciences/ The Chicago Medical School; B.S., University of New Haven - Public Administration; Certified - National Commission on Certification of Physician Assistants.

Enking, Patrick J. PA-C, MS, NCC
Clinical Coordinator/Assistant Professor
M.S., University of Southern Maine; B.S.P.A, University of Wisconsin-Madison; Certified-National Commission on Certification of Physician Assistants.

Handler, Jeffrey B. M.D.
Clinical Medicine Instructor/Assistant Professor
Tufts University School of Medicine; B.A. Rutgers University; Residency and Fellowship Naval Regional Medical Center-Board Certified in Internal Medicine and Cardiovascular Disease.

Hart, Elizabeth B. M.D.
Medical Director/Assistant Professor
Dartmouth Medical School; B.A., Harvard-Radcliffe College; Maine-Dartmouth Family Practice Residency-Board Certified in Family Practice.

Schrock, Teri J. RPA-C
Academic Coordinator/Assistant Professor
P.A., Albany-Hudson Valley Physician Assistant Program; B.A., University of Vermont; Certified-National Commission on Certification of Physician Assistants.

Overview

The Master of Science - Physician Assistant Program (MSPA) has been planned to effectively utilize faculty expertise from the University's three colleges. Some faculty hold joint appointments with responsibility for teaching medical and physician assistant students as well as other health profession matriculants. Similarly, Physician Assistant candidates will receive clinical supervision as part of an integrated team of health providers. It is our expectation that these collaborative strategies toward teaching and learning will ultimately result in high quality, cost-effective health care delivery, particularly in medically under served regions of New England.

Upon successful completion of the Physician Assistant Program, the University of New England awards the Master of Science degree. The program operates on a twenty-four month full-time calendar, beginning in Mid June of each year with a new incoming class.

Mission Statement

The mission of the University of New England Physician Assistant Program is to prepare masters-level primary care Physician Assistants who will practice with physicians and other members of the health care team. Special emphasis is placed on educating clinicians who will provide healthcare in rural and urban underserved communities. The University of New England is committed to developing practitioners who are skilled in primary medical care, geriatrics, health promotion and public health practice.

The Physician Assistant Professional

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Physician Assistants are qualified by graduation from an accredited Physician Assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, Physician Assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services under the general supervision of the physician.

Accreditation

The University of New England's Master of Science - Physician Assistant Program has been designed according to the Essentials and Guidelines for an Accredited Educational Program for the Physician Assistant. The University of New England Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Physician Assistant Program

Admission Requirements/Criteria

- At least 90 undergraduate credits from an accredited institution(s);
- At least eight (8) credit hours in biology courses with labs, equivalent to two (2) semester courses, OR six (6) credit hours of advanced biology.
- At least eight (8) credit hours of general chemistry, equivalent to two (2) semester courses consisting of lecture and laboratory;
- Either the Biology or Chemistry credits must have been taken within eight (8) years of matriculation.
- (3) credit hours of biochemistry, equivalent to one (1) semester consisting of lecture and laboratory;
- Completion of six (6) credits in English, including at least three (3) credits in English composition;
- Completion of six (6) credits in Psychology/Sociology or related behavioral sciences;
- Courses in statistics, physics, anatomy, physiology, and computer science are highly recommended;
- A minimum cumulative GPA of 2.75 in natural science courses and an overall minimum GPA of 2.50;
- Completion of the Graduate Record Examination (GRE) with a minimum of 400 on each portion.
- Paid or volunteer experience in a health/human services setting with direct patient/client contact will be viewed as highly desirable.

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up-to-date immunization status and a current Health Provider CPR course (adult & child), to be presented upon registration.

Admissions Policies & Procedures

- Applications for admissions are accepted through the Central Application Service for Physician Assistant Programs www.caspaonline.org beginning in July of each year. All admission decisions are completed in the early spring prior to the June start date.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the Admissions Committee and may be changed without notice.
- Deadline for submission of a completed application with all supporting documents is NOVEMBER 1st of each year prior to the start of June classes.

A Completed Application Consists of the Following:

1. Completed MSPA application form including a personal statement which expresses:
 - a) Your understanding of the role of a physician assistant and the key issues in your life which have influenced your decision to become a PA.
 - b) Your perception of the major health issues facing our society and how, as a PA, you intend to contribute to their resolution and,
 - c) How these contributions relate to the UNE Physician Assistant Program's mission statement.
2. Applicants whose formal academic or work/volunteer experiences may not be fully representative of their qualifications for enrollment are encouraged to address these issues in their personal statement and to ask their reference writers to do the same.
2. A completed academic self report form.
3. Official transcripts of all undergraduate and graduate study.
4. Three letters of recommendation.
5. Copy of your GRE scores.

Application materials may be obtained on the Internet from:

The Central Application Service for Physician Assistants (CASPA) www.caspaonline.org

Information sessions are held on the campus periodically. Please call: 1-800-477-4UNE or 207-283-0171 ext. 2475 for further information.

Transfer Credit

Transfer credits may be awarded to students who transfer from another physician assistant program. The program director will award transfer credits on a case-by-case basis.

Advanced Placement

Admitted students who have taken basic science graduate or undergraduate courses may qualify for advanced placement (advanced standing). To obtain credit for a course, the student must request an Advanced Placement form from the Program.

Technical Standards

All students must be able to meet the following University of New England Physician Assistant Program Technical Standards to successfully complete the Physician Assistant Program:

A candidate for the Physician Assistant Program must have abilities and skills in five categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. The following skills are required, with or without accommodation:

Observation:

Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

Communication:

Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills.

Motor:

The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation) is required. Candidates must have sufficient motor function to execute movements required to provide care to patients. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as clinic, classroom building, and hospital.

Physical stamina sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required in classroom laboratory, and clinical experiences.

Intellectual:

Candidates must be able to measure, calculate, reason, analyze and synthesize. Problem solving, one of the critical skills demanded of Physician Assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates must be able to read and understand medical literature. In order to complete the Physician Assistant Program degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

Behavioral and Social Attributes:

Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The development of mature, sensitive and effective relationships with patients and other members of the health care team is essential. Flexibility, compassion, integrity, motivation, interpersonal skills and the ability to function in the face of uncertainties inherent in clinical practice are all required.

For more information on disabilities and accommodation, please contact the *UNE Office of Students With Disabilities* at (207) 283-0171 ext. 2815

Student Employment

The Program discourages students from having outside employment while attending the PA Program. If a student feels that it is necessary to work while in the Program, it is advisable that the student informs his/her academic advisor.

Experiential Learning

No credit will be awarded to students for experiential learning.

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Application Fee (non-refundable)	\$40
General Services Fee, annual	\$250
Tuition, annual*	\$21,365
Microscope/Equipment Rental Fee (one-time only)	\$250
Malpractice Insurance Fee, annual	TBD

* Tuition for the 12 month academic year. Tuition and fees are payable in full at the beginning of each semester. For more information regarding tuition and fees, please consult the MSPA Student Handbook.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England in the amount of \$1,000,000/\$3,000,000. There is a fee that is charged annually to the MSPA student.

General Services Fee

This mandatory fee is billed to graduate students enrolled in 7 or more credits and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Orientation activities.

4. Health Center services.
5. Finley Center gymnasium.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts are available at no charge.

Lab Fee

A fee to cover the expenses for specific science courses (e.g., Anatomy, Microbiology), Objective Structured Clinical Examinations (OSCEs), and evaluative testing will be charged.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the Physician Assistant program, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Dean of the College of Health Professions upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)

Fall\Spring\Summer

Tuition Refunds

During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer

Tuition Refunds

During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CHP Dean, MSPA Director or designate and upon completion of the required "Request for Leave of Absence" form available from the MSPA Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CHP Dean or MSPA Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer

Tuition Credit

During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Financial Aid

Students enrolled in the MSPA Program at the University of New England may seek financial assistance through a variety of sources such as Federal Subsidized and Unsubsidized Stafford Loans, as well as outside funding through alternative loan programs such as AHELP, MELA, TERI, EXCEL and others.

Scholarships available include The Agnes Lindsay Trust Scholarship Endowment Fund, Community Scholarship Fund, DownEast Association of Physician Assistants Scholarship, and the Physician Assistant Foundation Scholarship.

Detailed information and applications are available on request from the Financial Aid office at the University Campus. Call 207-283-0171, extension 2342.

Grading

Upon completion of a course of study, the faculty member in charge of that course submits the number of hours taught and a grade for each student to the Academic Coordinator. The MSPA program uses a high pass/pass/fail grading system.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

Course Add/Drop or Withdrawal Policy

Due to the standard curriculum sequence within the MSPA Program, students are not allowed to add or drop courses. Students may not withdraw from a MSPA course, to do so indicates a complete withdrawal from the MSPA Program.

Repeat Course Policy

Courses in the MSPA program are offered once per year. If a course is failed the student is allowed to repeat it; however, s/he must wait until the next time that course is offered in the MSPA program schedule. Until the course is offered again the student must apply for and remain on a Leave of Absence (see below for procedures).

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

Graduation

To qualify for graduation from the Physician Assistant Program students must:

1. Have successfully (receiving a minimum of a Passing grade in all didactic courses and all clinical rotations) completed ALL prescribed program requirements as outlined in course syllabi, Clinical Rotation and Preceptorship Handbook, and the Student Manual.
2. Have been recommended by the MSPA faculty for graduation.
3. Have no outstanding financial obligations to the University.
4. Follow all procedures and meet all requirements of the College as defined in the UNE Student Handbook.

Curriculum

Phase I of the Program of Study consists of 54 credit hours in pre-clinical didactic course work. The fall, winter and spring terms include instruction in the fields of microbiology, clinical medicine, pharmacology, emergency medicine, anatomy, physiology, and research methodology. Twelve months of clinical rotations will take place upon completion of the didactic phase. The program is completed with a final week on campus, consisting of two (2) credit hours, which provides a forum for the presentation of students' research project to peers and faculty; offers assistance in preparing the graduating students for certification; and gives Physician Assistant candidates an opportunity to integrate the didactic and clinical portions of their training.

Course/Program Area	Credits
Summer I	
<i>June - August (10 weeks)</i>	
PAC 500 - Anatomy	4
PAC 502 - Physiology	2
PAC 503 - Clinical Assessment I	2
PAC 505 - Professional Seminar I	1
PAC 506 - Integrating Seminar I	1
PAC 509 - Integrated Clinical Medicine I	1
Semester total = 11	

Fall

<i>September - December (15 weeks)</i>	
PAC 512- Application of Research in Clinical Practice I	2
PAC 513 - Clinical Assessment II	2
PAC 515 - Professional Seminar II	2
PAC 516 - Integrating Seminar II	1
PAC 517 - Microbiology	3
PAC 518 - Pharmacology I	3
PAC 519 - Integrated Clinical Medicine II	7
Semester total = 20	

Spring

<i>January - May (20 weeks)</i>	
PAC 511-Health Promotion and Disease Prevention	2
PAC 520- Behavioral Medicine	2
PAC 533 - Clinical Assessment III	3
PAC 534 - Application of Research in Clinical Practice II	1
PAC 536 - Integrating Seminar III	1
PAC 537 - Emergency Medicine and Surgery	4
PAC 538 - Pharmacology II	2
PAC 539 - Integrated Clinical Medicine III	8
Semester total = 23	

Spring II - Summer II

June - June (12 months)

Clinical Rotations

PAC 600 - Internal Medicine (4 Weeks)	4
PAC 601 - Internal Medicine (4 Weeks)	4
PAC 602 - Emergency Medicine	4
PAC 603 - Surgery	4
PAC 604 - Pediatrics	4
PAC 605 - Women's Health	4
PAC 606 - Geriatrics	4
PAC 607 - Family Medicine	4
PAC 608 - Rural Family Medicine	4
PAC 609 - Behavioral Health	4
PAC 610- Electives	4
PAC 611- Rotation Seminars	2
PAC 620 - Preparation for Clinical Practice	1
PAC 627-Application of Research in Clinical Practice III	1
Semester Total = 48	

Equipment

Students in the Didactic Phase will be required to obtain certain medical equipment. A list of required equipment is included with pre-matriculation materials. During the first week of class, the Program will bring vendors to the school to demonstrate various brands of equipment. The vendors will give the students a group discount, but students are not obligated to purchase the equipment from these vendors. Estimated cost to the student is \$550 - \$775. Price is dependent on type, brand and quality of equipment. The University assumes no financial responsibility for this equipment.

Books

Students in the Didactic Phase can plan on spending approximately \$1,200 to \$1,500 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase, but may wish to have as important reference materials.

Other Expenses

Students are responsible for expenses involved with travel, parking, living expenses and meals at clinical sites.

Course Descriptions

Didactic Instruction (On Campus)

PAC 500 4 credits

Anatomy

Study of human body morphology using a systems approach. Lectures and labs with prosected cadavers, radiologic and diagnostic imaging are used to show relationship and structure of organ systems. Surface anatomy using live subject is taught in parallel with the Physical Assessment I course.

PAC 502 2 credits

Physiology

Normal and abnormal human physiologic functions and life processes with relationship to structure and function. Provides aspects of cell physiology and the physiological basis for nerve, muscle and endocrine function.

PAC 503 2 credits

Clinical Assessment I

Physical examination and clinical skills. Diagnostic techniques for performing a comprehensive history and physical exam. Includes supervised small group practicums in physical exams, written and oral presentations, self-learning medical terminology module

PAC 505 1 credit

Professional Seminar I

Physician Assistant and professional issues. Examines the history and role of Physician Assistants including interaction with other health professionals. Emphasis on standards of quality assurance, credentialing, policies and regulations governing clinical responsibilities.

PAC 506, 516, 536 1 credit (each)

Integrating Seminar I, II, III

This seminar provides an on-going forum throughout the entire curriculum for students to process their cumulative learning experiences to develop a reflective approach to the application of their learning, and to synthesize newly acquired knowledge and skills into a meaningful whole as they proceed to the next level of knowing and competence.

PAC 509 1 credit

Integrated Clinical Medicine I

Examines the diseases of the Dermatologic and Ophthalmologic systems. Emphasis is placed on correct diagnosis and treatment.

PAC 511 **2 credits**
Health Promotion and Disease Prevention

Health promotion and disease prevention. Fundamentals of health education. Lecture and public health practicum on communicable diseases such as STDs and HIV. Nutritional needs, counseling and care in both health and illness.

PAC 512 **2 credits**
Application of Research in Clinical Practice I

Interpretation and analysis of medical literature. Literature search, computer research skills, scientific writing, statistical analysis and correlation.

PAC 513 **2 credits**
Clinical Assessment II

Problem oriented physical examinations utilizing special techniques and synthesis of data gathered for the history, physical exam, and laboratory results. Pre-clinical practicum provides an introduction to patient contact in selected clinical settings. Under supervision students perform histories and physicals on patients and complete written and oral reports. A surrogate patient program provides students with the opportunity to practice male/female exams.

PAC 515 **2 credit**
Professional Seminar II

Legal issues. Provides understanding of the law as it relates to Physician Assistant's actions. Responsibilities, liabilities. Health care system. Psychosocial issues. Medical Ethics. Cultural issues.

PAC 517 **3 credits**
Microbiology

Lectures are used to explore the roles of bacteria, viruses and other infectious disease causing microorganism.

PAC 518 **3 credits**
Pharmacology I

Examines the study of medical pharmacological agents. Focuses on drug classification, action, toxicity and therapeutic use. Prescriptions, management, dose response, contraindications and side effects are discussed.

PAC 519 **7 credits**
Integrated Clinical Medicine II

Study of diseases of the Cardiovascular, Pulmonary, Neurologic Systems and Infectious Diseases. Integration of the clinical sciences with signs and symptoms of common diseases. Topics include pathophysiology, natural history of disease, diagnostic procedures and therapeutic measures.

PAC 520 **2 credits**
Behavioral Medicine

Study of psychologic growth and development. Psychologic disorders are explored along with behavioral issues in chronic disease, such as hypertension and diabetes. Dynamics of psychosomatic problems and drug abuse are studied. Stress management techniques are learned.

PAC 533 **3 credits**
Clinical Assessment III

Continuation of problem focused physical examinations. Pre-clinical comprehensive and focused physical examinations are performed. Technical skills such as suturing and performing bladder catheterization are learned. Students undertake an ACLS training program.

PAC 534 **1 credits**
Application of Research in Clinical Practice II

Interpretation and analysis of medical literature. Literature search, computer research skills, scientific writing, statistical analysis and correlation. Approved research project initiated.

PAC 537 **4 credits**
Emergency Medicine and Surgery

Covers principals of life support techniques. Initial management of trauma and acute conditions and procedures. Surgical conditions, pre- and post-operative management.

PAC 538 **2 credits**
Pharmacology II

Continued study of medical pharmacological agents. Covers drug classification, action, toxicity and therapeutic use, prescriptions. Emphasis on management, dose response, contraindications and adverse reactions.

PAC 539 **8 credits**
Integrated Clinical Medicine III

Emphasis on primary care and treatment of common illnesses. Includes integrated study of Endocrinology, Pediatrics, Geriatrics, Obstetrics/Gynecology, Gastroenterology and Renal Systems, Hematology/Oncology. Incorporates problem based diagnosis, management and therapeutics.

Clinical Year **52 credits**

Year II consists of 12 months of clinical training. This provides students with hands-on learning in a variety of rural and community clinics, teaching hospitals, and private practices under supervision of a medical preceptor and in teams with Physician Assistants and other health professionals. At least one rotation or preceptorship must be in a rural area.

Required Rotations

Four weeks of Family Medicine, four weeks of Rural Family Medicine, eight weeks of Internal Medicine, four weeks of Emergency Medicine, Surgery, Pediatrics, Women's Health, Geriatrics, Psychiatry/Substance Abuse, and eight weeks of electives.

There is a four (4) month Preceptorship option for the primary care core. If selected, the preceptorship site must be approved by the Program. The site must be full spectrum in scope.

A limited number of rotation sites may be identified by students but must be contacted and approved by the Program in order for student assignments to be possible. The Program has specific selection and approval criteria which must be met and maintains the right to schedule rotations and/or preceptorships at any site it selects and has approved. Assignments to geographically distant sites are made according Program policies.

While on rotations, students must be prepared to travel throughout Northern New England to assigned sites. Housing is the responsibility of the student. The Program will assist identifying housing sources near the assigned sites. The Program does not guarantee that students will rotate at locations near their homes.

PAC 611 **2 credits** **Rotation Seminars**

Students return to campus at the end of selected rotations for written and clinical exams, lectures, and case presentations.

PAC 620 **1 credit** **Preparation for Clinical Practice**

Students learn techniques which can be used when studying for the NCCPA Certification Board Examination. A summative evaluation of each student is conducted prior to graduation.

PAC 624 **1 credit** **Application of Research in Clinical Practice III**

Students complete their Graduate Project and give an oral presentation to faculty and students.

Master of Physical Therapy

College of Health Professions

Sheldon, Michael (Program Director) Associate Professor
M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono-Zoology; B.S., University of Rhode Island-Zoology.

Bragdon, Karen Clinical Instructor
B.S., University of New England-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy.

Brown, David Assistant Professor
Ph.D., MCP-Hahnemann University-Pediatric Physical Therapy; M.A., University of South Dakota-Special Education; B.S., University of Colorado Medical Center-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Pediatric Physical Therapy.

Butler, Barry Clinical Instructor
B.S., University of New England-Physical Therapy; B.S., Central Connecticut State University-Health, Physical Education & Recreation.

Fillyaw, Michael Associate Professor
M.S., University of Massachusetts-Exercise Science; B.S., University of Connecticut-Physical Therapy.

Giles, Scott Clinical Assistant Professor
M.S.P.T., Springfield College-Physical Therapy; B.S., Springfield College.

Leighton, Dennis Assistant Professor
M.S.P.T., Boston University-Physical Therapy; M.A., University of North Carolina-Physical Education; B.S., Springfield College-Physical Education. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy.

Potter, Kirsten Associate Professor
M.S., University of Health Sciences, Chicago Medical School-Physical Therapy; B.S., State University of New York at Buffalo-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Neurologic Physical Therapy.

Rich, Nancy Carol Associate Professor
Ph.D., University of Massachusetts at Amherst-Exercise Science; M.S., Indiana University-Physical Education with Research Option; B.S., University of Illinois at Chicago- Physical Therapy; B.S., University of Maine at Presque Isle-Health, Physical Education and Recreation.

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications in the preservation, development, and restoration of optimal physical function. Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. In addition, physical therapists interact and practice in collaboration with a variety of

professionals, provide prevention and wellness services, consult, educate, engage in critical inquiry, and administrate, and direct and supervise physical therapy services, including supportive personnel (adapted from the Guide to Physical Therapist Practice). In order to practice as a physical therapist, a person must have graduated from an accredited physical therapist education program, passed the national licensing examination, and received a license in the state in which he or she wishes to practice.

The Physical Therapy Program at the University of New England

The professional education program in Physical Therapy at the University of New England is accredited by the Commission on Accreditation in Physical Therapy Education.

The goal of our Physical Therapy program is to prepare graduates to practice as generalists. We believe that professional education should be grounded in the liberal arts, and that students should be provided with experiences to encourage lifelong learning.

The Department is converting from its current five-year MPT degree program to a new graduate program, for which a baccalaureate degree is required for admission. Those interested in undergraduate attendance at UNE with the ultimate goal of an entry-level graduate degree in Physical Therapy can apply to any baccalaureate program at UNE. Consult with a representative from the Office of Admissions for further information regarding this approach.

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Application Fee (non-refundable)	\$40
General Services Fees, graduate, annual	\$250
General Services Fees, undergraduate, annual	\$630
Tuition, Fall and Spring Semester*	\$17,830
Tuition, Summer*	\$7,135
Malpractice Insurance Fee	TBD
Materials Fee/per course	TBD

*Tuition and fees are charged and payable in full at the beginning of each semester.

For more information regarding tuition and fees, please consult the MPT Student Handbook.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England in the amount of \$1,000,000/\$3,000,000. There is a fee that is charged annual to the MPT student.

General Services Fee

This mandatory fee is billed to graduate students enrolled in 7 or more credits and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Orientation activities.
4. Health Center services.
5. Finley Center gymnasium.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts are available at no charge.

Lab Fee

There are some courses which require a Lab/Materials fee.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of Physical Therapy, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing

to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Dean of the College of Health Professions upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated MPT students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)	
Fall\Spring\Summer	Tuition Refunds
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)	
Fall\Spring\Summer	Tuition Refunds
During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CHP Dean, PT Director or designate and upon completion of the required "Request for Leave of Absence" form available from the MPT Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CHP Dean or PT Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer	Tuition Credit
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Admissions Information

For Applicants without an earned Baccalaureate Degree:

For the fall semester 2002 only, applicants who have completed preprofessional program prerequisites and the first two years of the University core curriculum may apply directly for junior standing in the current five-year program. Students who complete successfully all University core requirements and the first two years of the professional education program in Physical Therapy are awarded a baccalaureate degree in Health Sciences. Students who then continue on to complete successfully the third year of professional education program course work in Physical Therapy are awarded the Master of Physical Therapy (MPT) degree.

Physical Therapy Program Prerequisites for Applicants without an earned Baccalaureate Degree:

Course or Equivalency	Credit
<i>Biological Sciences</i>	
BIO 245 - Prin. Anat, Phys, & Patho I	4
BIO 345 - Prin. Anat, Phys, & Patho II	5
<i>Chemistry and Physics</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4
<i>Social & Behavioral Sciences</i>	
PSY 105 - Introduction to Psychology	3

University of New England Core Curriculum Requirements-First Two Years

Course or Equivalency	Credit
<i>Biological Sciences</i>	
BIO 104 - General Biology	4
ENV 100 - Intro to Environmental Issues	3
<i>Mathematics</i>	
MAT 180 – Precalculus	3
or	
MAT 190 - Calculus I	4
<i>Humanities</i>	
Creative Arts Experience	3
Humanities Exploration	3
Humanities or Social & Behavioral Sciences Exploration	3
ENG 110 - English Composition	4
LIL 211A - Human Traditions	3
LIL 211B - Human Traditions	3
<i>Social & Behavioral Sciences</i>	
PSY 220 – Social/Cultural Context of Hum Dev I	3
PSY 270 – Social/Cultural Context of Hum Dev II	3

For Applicants with an earned Baccalaureate Degree

Individuals who have a baccalaureate, masters or doctoral degree in a field other than physical therapy, *and* have completed successfully the specified prerequisite coursework in Life Sciences, Chemistry and Physics, and Mathematics (see below), *and* have completed successfully a minimum of six courses in the Humanities or Social and Behavioral Sciences, including English Composition and Introduction to Psychology may be admitted to the professional education program in Physical Therapy. These individuals are eligible to receive the Master of Physical Therapy (MPT) degree after successfully completing all requirements of the professional education program.

Physical Therapy Program Prerequisites for applicants with an earned Baccalaureate degree

Course or Equivalency	Credit
<i>Biological Sciences</i>	
BIO 104 - General Biology	4
BIO 245 - Prin. Anat, Phys, & Patho I	4
BIO 345 - Prin. Anat, Phys, & Patho II	5
<i>Chemistry and Physics</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
PHY 200 - Physics I	4

PHY 201 - Physics II	4
<i>Mathematics</i>	
MAT 180 – Precalculus	3
or	
MAT 190 - Calculus I	4
<i>Social & Behavioral Sciences</i>	
PSY 105 - Introduction to Psychology	3

GPA and other Requirements For Admission to the Professional Education Program in Physical Therapy

Admission to the Professional Education Program in Physical Therapy is based upon the following grade point average criteria:

- 1a. students without an earned baccalaureate degree must have completed successfully the prerequisite course work and the first two years of the University core curriculum with an overall GPA of 2.75 or higher.
- 1b. students with an earned baccalaureate degree must have an overall baccalaureate GPA of 2.75 or higher.
2. all students must have earned a cumulative GPA of 2.75 or greater, with no grade lower than “C-”, in the following mathematics and science courses (or equivalencies):
 - BIO 104 General Biology
 - MAT 180 Precalculus, or MAT 190 Calculus I
 - CHE 110 General Chemistry I
 - CHE 111 General Chemistry II
 - PHY 200 General Physics I
 - PHY 201 General Physics II
 - BIO 245 General Principles of Anatomy, Physiology, and Pathophysiology I
 - BIO 345 General Principles of Anatomy, Physiology, and Pathophysiology II

Applicants must provide documentation of, and commitment to, the profession through work experience, job-shadowing, or volunteer work in physical therapy settings. Although no specific number of hours is required, applicants must demonstrate through their application materials an understanding of the scope of physical therapy practice.

Applicants are encouraged to submit their application materials to the Office of Admissions by March 1st of each year.

Professional Education Program in Physical Therapy

The professional education program in Physical Therapy spans three academic years, and includes the summer between the second and third professional years. A detailed study of normal structure and function is followed by an integrated study of body systems. The pathological conditions that interfere with function, the associated psychosocial impact, and the medical, surgical, and physical therapy procedures used to maximize function are integrated into the study of body systems.

Students are also introduced to statistical and research procedures, educational theory and methodology, administration, and organizational principles and practices. Classroom, laboratory, and clinical experiences are provided.

Clinical Education

Students in the professional education program in Physical Therapy complete three, full-time clinical practica. The clinical education sites are selected to provide a broad base of experiences in a variety of settings. Full-time clinical practica experiences are eight weeks in length and integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients.

Students request clinical education placements from a list of sites available in the Clinical Education Office. However, the Academic Coordinator of Clinical Education is responsible for the final decision for student placement based on the student's academic needs.

Students must be prepared to travel to facilities throughout New England and beyond to complete the clinical practica requirements and are responsible for costs of housing and travel during clinical practica. Availability of an automobile is strongly recommended.

Professional Education Program in Physical Therapy Courses and Credits

Course or Area	Credit
<i>Biology</i>	
BIO 302 - Human Gross Anatomy	6
BIO 404 - Neuroscience	4
<i>Education</i>	
EDU 450 - Educational Specialists	3

<i>Management</i>	
HSM 515 - Health Care Management	3
<i>Statistics</i>	
MAT 155 - Statistics and Research Methods for PT	4
<i>Physical Therapy</i>	
PTH 300 - Introduction to Physical Therapy	1
PTH 301 - Normal Development	2
PTH 305 - Kinesiology	7
PTH 310 - Problems of Musculoskeletal System I	10
PTH 410 - Problems of Musculoskeletal System II	10
PTH 419 - Clinical Education Seminar	1
PTH 420 - Clinical Practicum I	4
PTH 435 - Problems of the Integumentary System	5
PTH 512 - Problems of Cardiopulmonary System	6
PTH 518 - Problems of Neurosensory System I	6
PTH 519 - Problems of Neurosensory System II	12
PTH 520 - Clinical Practicum II	4
PTH 521 - Clinical Practicum III	4
PTH 540-548 Professional Elective (2 courses)	4
PTH 530 - Research Proposal	2
PTH 531 - Research Project	3
Total Professional Program Credits	101
University Core for Bachelor in Health Science	7
<i>(See Below)</i>	
Total all credits	108

Professional Program Course Sequence

First Professional Year

Fall	
BIO 302 - Human Gross Anatomy	6
PTH 305 - Kinesiology	7
PTH 300-Introduction to Physical Therapy	1
PTH 301 - Normal Development	2
Credits	16

Spring	
PTH 310 - Problems of Musculoskeletal Sys I	10
Advanced Humanities*	3
MAT 155 - Statistics/Research Methods for PT	4
Credits	17

Second Professional Year

Fall	
PTH 410 - Problems of Musculoskeletal Sys II	10
EDU 450 - Education Specialists	3
PTH 419 - Clinical Education Seminar	1
Advanced Humanities*	3
CIT 400-Citizenship Seminar*	1
Credits	18

Spring	
PTH 420 - Clinical Practicum I	4
BIO 404 – Neuroscience	4
PTH 435 - Problems of the Integumentary System	5
Credits	13

* Required for the BS in Health Sciences

Third Professional Year

Summer	
PTH 512 - Problems of Cardiopulmonary System	6
PTH 518 - Problems of Neurosensory System I	6
Credits	12

Fall	
PTH 519 - Problems of Neurosensory System II	12
PTH 530 - Research Proposal	2
PTH 520 - Clinical Practicum II	4
Credits	18

Spring	
HSM 515 - Health Care Management	3
PTH 531 - Research Project	3
PTH 540-548 Professional Elective (2 courses)	4
PTH 521 - Clinical Practicum III	4
Credits	14

Academic Policies for Students in the Pre-Professional & Professional Education Program in Physical Therapy

Once admitted to this program at the University of New England, students should refer to Department of Physical Therapy *Student Handbook* for information regarding academic policies.

Special Fees and Expenses for Physical Therapy

Students enrolled in the Physical Therapy program can expect to incur fees and expenses for books and supplies, clinical education (e.g., travel, housing), uniforms, student liability insurance, APTA membership dues, and other miscellaneous items.

Course Descriptions

PTH 300 1 credit Introduction to Physical Therapy

(University Campus Only)

Introduction to Physical Therapy is designed to introduce students to the profession of physical therapy and provide a foundation for intensive studies in the six systems courses. The Guide to Physical Therapist Practice, 2nd edition (2001) and the Nagi Disablement Model (1991) will inform students of the roles and responsibilities of physical therapists, physical therapist assistants, and physical therapist aides, relationships among pathology, impairment, functional limitations, and disability, and the components of physical therapist practice. Other areas of study include the American Physical Therapy Association, the history of the profession, and current trends in practice, reimbursement, and education. Lecture, discussion, and reading and writing assignments, will provide multiple opportunities for learning.

PTH 301 2 credits Normal Development

(University Campus Only)

An in-depth look at human body systems, senses, movements and posture across the life span. Alternate theories of human development, and motor control & learning, including cultural differences, will be compared and contrasted, relevant to therapeutic approaches used by modern evidence-based physical therapists. Change in tissues and structures will be followed from their embryological origins through senescence. Lastly, the learner explores values related to age-related change & death, and comfort level with personal versus professional involvement with the related grieving of patients and their supportive circles of family, friends and professionals.

PTH 305 7 credits Kinesiology

(University Campus Only)

An in-depth analysis of human function with an emphasis on biomechanics, analysis of human motion, normal gait and posture, and integrated patterns of motion. Classroom and laboratory experiences are closely integrated with gross anatomy. Prerequisite: PHY 200 & PHY 201; BIO 245 & BIO 345; MAT 180 or MAT 190; BIO 302 (Note: BIO 302 may be taken concurrently.)

PTH 310 **10 credits**

Problems of the Musculoskeletal System I

(University Campus Only)

Problems of the Musculoskeletal System I focuses on examination, evaluation and diagnosis of patients/clients with primary disorders of the Musculoskeletal System. The fundamental components of all physical therapy practice are introduced in this course, for example, the processes of history taking and documentation. Students also learn and practice specific tests and measures typically used in the musculoskeletal examination during various laboratory sessions. Patient case studies are utilized throughout the course to integrate the elements of examination, evaluation and diagnosis. The case studies provide multiple opportunities to review and apply the various components of the physical therapy examination. Moreover, they provide a mechanism for students to meaningfully engage in the processes of evaluation and reflective thought and discussion. Prerequisite: PTH 305 and BIO 302.

PTH 410 **10 credits**

Problems of the Musculoskeletal System II

(University Campus Only)

Problems of the Musculoskeletal System II builds upon PTH 310, Problems of the Musculoskeletal System I. The focus of this course is on physical therapy interventions, prognosis and outcomes of patients/clients with primary disorders of the Musculoskeletal System. The fundamental aspects of range of motion and stretching exercise, aerobic exercise, resistance exercise, physical modalities (i.e. therapeutic heat and cold, electrotherapeutic equipment), and manual therapy are introduced in this course. Students practice specific interventions typically used in physical therapy practice. Patient case studies are utilized throughout the course to integrate the content of PTH 310 (i.e. examination, evaluation and diagnosis) with this course. The case studies provide multiple opportunities to review and apply the various components of patient care management from the examination through the discharge of a patient/client with a primary disorder of the Musculoskeletal System. Prerequisite: PTH 310.

PTH 419 **1 credit**

Clinical Education Seminar

(University Campus Only)

This course provides students with an introduction to the structure, objectives, and philosophy of clinical education. Primary topics discussed include generic abilities, collaborative learning, self-assessment, communication skills, reimbursement issues, performance instruments, and clinical site selection.

PTH 420 **4 credits**

Clinical Practicum I

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal dysfunction.

PTH 435 **5 credits**

Problems of the Integumentary System

(University Campus Only)

Problems of the Integumentary System is designed to prepare students to practice as entry-level physical therapists when working with patients with pathology of the integumentary, endocrine, and peripheral vascular systems. Integrated classroom and laboratory experiences incorporating case study methodology are used throughout the course to help the student develop the necessary competencies for physical therapy practice. The Guide to Physical Therapist Practice, 2nd edition (2001) will provide the framework for the course. Primary topics related to examination include history, systems review, and tests and measures (including anthropometric characteristics; assistive and adaptive devices; integumentary integrity, gait, locomotion, and balance; orthotic, protective, and supportive devices; prosthetic requirements; and self-care and home management). Primary topics related to intervention include coordination, communication and documentation; patient/client related instruction; and procedural interventions (including therapeutic exercise, functional training in self-care and home management, prescription, application, and fabrication of devices and equipment and wound management). Lecture, discussion, laboratory demonstration and practice, case discussions, reading and writing assignments, group project and simulations provide opportunities for learning. Prerequisites: 2nd year professional physical therapy students.

PTH 512 **6 credits**

Problems of the Cardiopulmonary System

(University Campus Only)

A systems approach to the study of relevant physiologic, pathologic, medical, and therapeutic concepts and procedures related to the practice of physical therapy for individuals with, or at risk for developing, impairments and functional limitations from pathology of the vascular, cardiac and respiratory systems. Classroom and laboratory activities organized around case studies help the student develop entry-level competencies for physical therapy practice. Primary topics related to physical therapy examination include history, systems review

and tests and measures including aerobic capacity and endurance, anthropometric characteristics, and ventilation, respiration and circulation. Topics related to physical therapy interventions include coordination, communication and documentation, patient/client related instruction, and procedural interventions including: aerobic conditioning, functional training in self-care and home management, and airway clearance techniques. Psychological, economic, social, cultural and vocational aspects of illness and disability are also discussed. Concepts are cumulative and based on mastery of previously learned knowledge and skills. Prerequisite: PTH 310 and PTH 410.

PTH 518 **6 credits**
Problems of the Neurosensory System I

(University Campus Only)

This course prepares students to practice as entry-level physical therapists when working with infants, children, and youth with neurologic dysfunction. Although the focus is on screening, examination, PT-diagnosis, treatment, and management of neurologic dysfunctions that begin during the pediatric part of the life span, the course will also look at the management of those primary dysfunctions effect on other body systems, and aging. Field work, demonstrations, case histories, and laboratory practice are used with traditional learning methods to develop empirically-guided practical skills. Prerequisite: EDU 450, BIO 404, PTH 410, MAT 155.

PTH 519 **10 credits**
Problems of the Neurosensory System II

(University Campus Only)

Problems of the Neurosensory System II is designed to prepare students to practice as entry-level physical therapists when working with adults with neurologic dysfunction. Integrated classroom and laboratory experiences incorporating case study methodology are used throughout the study of the neurological system to help the student develop the necessary competencies for physical therapy practice. The disablement model (Nagi's classification, 1991) provides a foundation for the course and promotes an integrated understanding of pathophysiology, impairments, functional limitations, and disabilities. The Guide to Physical Therapist Practice, 2nd edition (2001) will provide the framework for the course as modules are structured around pathology, examination, and intervention. Topics related to examination include history, systems review, and tests and measures (including arousal, attention, and cognition; assistive and adaptive devices; community and work reintegration; cranial nerve integrity; environmental, home, and work barriers; gait, locomotion, and balance; motor function; neuromotor development and sensory integration; orthotic, protective, and supportive devices; and self-care and home management). Topics related to intervention

include coordination, communication and documentation; patient/client related instruction; and procedural interventions (including therapeutic exercise, functional training in self-care and home management, functional training in community and work reintegration, and prescription, application, and fabrication of devices and equipment). Lecture, discussion, laboratory demonstration and practice, case presentations, reading and writing assignments, small group work, and simulations, provide opportunities for learning. Prerequisite: 3rd year professional physical therapy students.

PTH 520 **4 credits**
Clinical Practicum II

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction.

PTH 521 **4 credits**
Clinical Practicum III

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the management of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction. Students may have the opportunity to develop advanced skills in an area of interest or to practice in a unique setting.

PTH 530 **2 credits**
Research Proposal

(University Campus Only)

In this course, physical therapy students learn about the process of clinical research by identifying a research question on a problem or issue of importance to the profession and designing a research study. Descriptive, correlational, and experimental research are acceptable. Students identify gaps in professional knowledge and practice, formulate questions or hypotheses, access and evaluate primary and secondary sources of information, and study ethical issues related to clinical research to prepare for writing a research proposal that includes budget, review of the literature, methodology, and consent documents, and is submitted to the Institutional Review Board. Prerequisite: 5th year professional physical therapy student standing.

PTH 531 **3 credits**

Research Project

(University Campus Only)

In this course, physical therapy students answer the research question developed in PTH 530 by completing the research project. Students will systematically collect data using standard physical therapy test and measures, analyze data using appropriate descriptive and inferential statistical procedures, and interpret and disseminate the findings orally, through a platform-style presentation, and in writing, by a research report in journal form. Prerequisite: MAT 155 and PTH 530.

PTH 540 **2 credits**

Physical Therapy Journal Club (Professional Elective)

(University Campus Only)

Published research reports in physical therapy and rehabilitation will be discussed in a small-group seminar format. Student presenters will lead a critical discussion and evaluation of “classic” articles from the field, current literature, and special topics articles they choose.

PTH 541 **2 credits**

Women’s Health Issues in Physical Therapy (Professional Elective)

(University Campus Only)

The purpose of this course is to explore the role of Physical Therapy in the management of women with, or at risk for developing, conditions experienced predominantly by women. These conditions include osteoporosis, pregnancy-related pain, pelvic pain, incontinence, fibromyalgia. Students will be assigned reading materials and the course format will be lecture/discussion.

PTH 542 **2 credits**

Application, Integration, and Licensing (Professional Elective)

(University Campus Only)

This course provides students with the opportunity to strengthen their clinical reasoning skills and further apply and integrate information from their clinical education experiences. Case studies and directed educational sessions provide students with the opportunity to explore each of the elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, outcomes). Clinically oriented multiple choice questions with good, better, and best options are utilized as a tool to assess students clinical reasoning skills. Students have the opportunity to engage in self-assessment activities that can assist them to determine their readiness for entry-level clinical practice and the Physical Therapist Licensing Examination.

PTH 543 **2 credits**

Pediatric PT Seminar (Elective)

(Spring-University Campus)

This discussion and field-work-based course explores the changing focus of pediatric physical therapy intervention. All students participate in three two-hour on-site group field trips to South Portland ME & Shriners’s Hospital, two two-hour technique labs, and fourteen two-hour seminar sessions to collectively problem solve on situations and explore advanced topics. Students select either a case-study, or a research, track for an additional 15 hours of individual field work with an experienced mentor. For the case-study track, local pediatric physical therapists and guardians will allow students to do a case study with one child per course participant. The children have chronic or acute diagnoses (e.g., amputation, asthma, cerebral palsy, deconditioning, developmental delay, lissencephaly, or muscular dystrophy). Prerequisite: PTH 301, PTH 310, PTH 410, PTH 435, PTH 512, PTH 518 and PTH 519.

PTH 544 **2 credits**

Seminar in Human Function (Professional Elective)

(University Campus Only)

This course will investigate normal and abnormal human function, with an emphasis on qualitative and quantitative analysis. Students will be expected to use observational skills along with a variety of media to assess function. Primary emphasis will be on the lower extremity, but will also include the upper extremity and spine.

PTH 545 **2 credits**

Seminar: Psychosocial Aspects of Disability and Illness (Professional Elective)

(University Campus Only)

In this seminar students will explore issues related to psychosocial aspects of disability and illness. The disorders discussed will pertain to the neurological system. Students will read five works of non-fiction, write reaction essays for each, generate discussion questions, view two films in class, and participate in interactive discussions and reflection activities. Finally, we will discuss the emotional aspects involved with being a health care provider for patients with disability and illness.

Master of Social Work

College of Health Professions

Thompson, Joanne Director, School of Social Work/Professor
Ph.D., Rutgers University; M.S.W., University of Arkansas; B.A., LaGrange College.

Arnsberger, Pamela Associate Professor
Ph.D., M.S.W., University of California Berkley; A.B., University of California Santa Cruz.

Ayer, Nancy Clinical Assistant Professor
M.S.W., West Virginia; B.A., University of Southern Maine.

Coha, Amy Clinical Assistant Professor
M.S.W., University of Michigan; B.S. State University of New York at New Paltz.

Cohen, Marcia B. Professor
Ph.D., Brandeis University; M.S.W., Columbia University; B.A., Clark University.

Cummings, Robert E. Associate Professor
Ph.D., Brandeis University; M.S.W., Boston College; B.A., Northeastern University.

DeLois, Kathryn A. Assistant Professor
Ph.D., University of Washington; M.S.W., Boston College; B.A., Bowdoin College.

Dietz, Christine A. Associate Professor
Ph.D., SUNY at Buffalo; M.S.W., University of Iowa; B.S., Iowa State University.

Gray, Elizabeth A. Clinical Assistant Professor
M.S.W., University of Connecticut; B.A., Salve Regina College.

Graybeal, Clay T. Associate Professor
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University.

Lacey, Patricia Clinical Instructor
M.S.W., University of New England; B.A., University of Maine at Fort Kent.

McLaughlin, Tom Assistant Professor
M.S.W., University of New England; B.A. University of Southern Maine.

Moore, Vernon L. Associate Professor
Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma.

Prichard, David C. Associate Professor
Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.

Rose, Stephen M. Professor
Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University.

Thorton-Marsh, June Assistant Professor
M.S.W., University of Kansas; B.S., University of Kansas.

Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the Master of Social Work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's Mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The MSW degree offers graduates the opportunity to play active roles in health and mental health, alcohol and substance abuse, poverty and public welfare, women's and children's services, domestic violence, homelessness, and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

Mission Statement

The School of Social Work at the University of New England is committed to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We honor the uniqueness of the individual while simultaneously respecting people's membership in groups distinguished by class, race or ethnicity, gender or sexual orientation, culture, religion, age or ability. With a strengths perspective as our primary organizing them, our efforts to promote social development demand a commitment to struggle against oppression including all forms of discrimination, social and economic injustice, and violence.

Professional social work knowledge and skills emanate from these values and form the basis for our educational program. We provide understanding of people's

strengths individually and collectively. We focus on societal barriers to human dignity including thorough assessment of social, psychological, economic and organizational oppression, their impact on people's lives, and the strengths people have developed to endure, resist, and change. Our learning environment (1) facilitates and encourages self-examination and reflection; 2) provides respect for each student as both teacher/learner; and 3) demands that our own actions serve as models for operationalizing these values in the classroom, among colleagues, in our governance, and in the University and community.

We prepare our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. We provide students with the knowledge and skills to promote human relationships grounded in mutuality, compassion and dignity; to support and enhance individual and collective self-determination; and to influence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

Goals of the MSW Program

1. To prepare students for entry into advanced social work practice - to carry out professional roles and responsibilities consistent with social work ethics and the values embodied in the School's Mission.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape and define the social work profession, social policies and programs, and their impact with different client systems.
3. To prepare students to understand structural, cultural and interpersonal oppression occurring in people's lives and its impact on individuals, families and communities.
4. To provide students with the knowledge and skills to identify and build upon the strengths of client systems at multiple levels.
5. To provide students with the knowledge and skills necessary to produce effective interventions with people from diverse backgrounds, experiencing different types of problems, across different settings.
6. To help students develop and implement professional practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
7. To help students build the knowledge and skills necessary to influence social, economic and political systems

to provide adequate and appropriate resources that honor diversity, and to achieve social justice.

8. To help students use critical self-reflection, research and continuing knowledge building to enhance professional practice.
9. To prepare students to work in unserved and under served areas within our Region.

These Goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, field work internships, and internal School governance we try to bring our Mission Statement to life.

Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the Master's degree in Social Work.

Full-time and Part-time Options

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students can complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while part-time students have up to four academic years to successfully complete their studies. The School also offers a number of classes in the evening and weekends, and during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer Advanced Standing status to qualified graduates of accredited BSW programs (See Advanced Standing).

New-For those individuals residing in northern Maine and Canada, the School of Social Work also offers a part-time course of study in Presque Isle, Maine.

All students are required to complete sixty-four (64) credit hours of graduate study divided between classroom and field work education. Field placements, or internships, consist of four semesters of supervised practice in approved social work settings; each semester includes 300 hours of practice experience.

Each semester, the School offers two of its graduate foundation courses to non-matriculating students. If non-matriculating students in our courses are later accepted into the School, these courses are transferred and the requirements for them waived (assuming passing grades). Applications for non-matriculated classes are due by August.

Admissions Information

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees the selection process and recommends admissions policies to the School. A complete admissions application contains the following materials:

1. School of Social Work application
2. official transcripts of all undergraduate and graduate study indicating completion of an undergraduate degree from an accredited college or university. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student Copies are not acceptable;
3. indication that the applicant has taken a distribution of liberal arts courses and a course in Human Biology;
4. two letters of reference;
5. a personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and other learning experiences in addition to formal education are considered in the admissions evaluation process. Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

Application Deadlines

All applicants are encouraged to apply to the graduate School of Social Work by January 15th of the year prior to their intended enrollment. The application deadline is March 31st of each year. Applications are considered for entry into the program in the fall semester only.

Application Procedures

Application materials may be obtained from the School of Social Work, University of New England, Hills Beach Road, Biddeford, Maine, 04005-9599 or by calling 1-207-283-0171 - X2563 or the Admissions Office at X2212). TDY 1-207-382-0167.

It is the applicant's responsibility to complete the application files which must include all of the following items:

1. School of Social Work application form,
2. Personal Statement,
3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student copies are not acceptable.
4. Three letters of reference. (Note: pursuant to the Family Educational Rights and Privacy Acts of 1974, applicants should notify referents, including therapists, that no material can be held confidential).
5. Application fee.

When all materials are received, the applicant is notified that the application file is complete. If notification is not received from the School within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

Applicants from outside the United States should submit their applications together with a financial affidavit and TOEFL scores (if their primary language is not English) at an early date because additional time is required to process these applications.

If a student is admitted to the School of Social Work prior to the completion of his or her bachelor's degree, the admission is contingent upon the School's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

Orientation

The School of Social Work has an annual orientation day prior to the beginning of the fall semester to welcome all incoming students. The day includes discussion about entering the profession of social work and presentations by some or all of the following: students, clients, alumni, and faculty addressing issues of concern to the social work profession. Students also have the opportunity to meet with faculty advisors and representatives of student government.

Transfer of Credit

Transfer of credit, other than Advanced Standing, only occurs for graduate courses taken at another accredited institution, under the following conditions:

1. Transfer Students with one full year of graduate social work education.
Students from other graduate schools of social work, accredited by the Council on Social Work Education, who desire admission to the second year of the UNE School of Social Work, must have completed a full year of graduate study with a B average and acceptable field work evaluations. Credit is not be given for graduate work that was completed more than five years prior to admission to UNE. A transfer student must satisfactorily complete a minimum of thirty (30) credit hours at the School of Social Work in order to earn a degree from the University of New England.
Transfer students are required to adhere to the degree requirements in effect at the time of their admission. Individualized provisions may, at times, increase the total credit hours required beyond the above-mentioned minimum.
2. Transfer students with less than one full year of graduate education.
Applicants requesting a transfer of credit for courses amounting to less than one full year at another accredited graduate school of social work, or for graduate courses taken in another related discipline, shall meet the following requirements:
 - a. the request for transfer of credit should be initiated at the time of application to the School;
 - b. the transferred credit must have been earned as graduate credit at an accredited university or college within five years preceding the request for transfer;
 - c. the transferred credit must be accepted by designated faculty as having a direct relevance to the program of study at the School of Social Work. Most first year foundation level courses taken from another accredited graduate school of social work are transferable, but may not meet the requirements to waive a given course taught in the University's social work curriculum. A maximum of nine (9) credit hours for graduate credits earned in another discipline may be transferred toward elective or required courses in the School's program providing that these credits were not included in an earned graduate degree at another institution.
 - d. All transferred credits must carry a minimum grade of "B."
3. Transfer credit earned from a completed graduate program of study in another discipline.

In no event will any credit be transferable from another program in which the student has been awarded the graduate degree of that program. Waivers of requirements, without award of credit, may be made under appropriate circumstances including faculty review of course syllabi.

4. Procedures. Applicants wishing to apply for a transfer of credit, whether to be applied toward elective credit or for waiver of required courses, shall provide the Admissions Committee with a written petition for the transfer along with the following documents: an official transcript showing that the course(s) were taken and passed with a grade of "B" or better; a copy of the course descriptions, syllabi, bibliographies, field work evaluations, and college bulletin in which the course is described.

Advanced Standing

Graduates of an accredited BSW program may be awarded up to thirty (30) credits of Advanced Standing in the University of New England School of Social Work under the following conditions:

1. have graduated from a program, accredited by CSWE to award the BSW degree, within five (5) years of their application to the School of Social Work;
2. maintained at least a 3.0 GPA for their last 60 undergraduate credit hours;
3. that a review by the Admissions Committee of course outlines/syllabi and field work evaluations indicates that the applicant has had the class and field experiences that parallel the University of New England School of Social Work Foundation year and received a minimum of a B (3.0) average on a four-point scale;
4. that the applicant has demonstrated experience in the field that would merit advanced standing;
5. applicant may be required to take coursework in the summer preceding regular fall enrollment.
6. Students admitted to advanced standing will be required to enroll in summer courses prior to the fall semester (Human Behavior I - 3 credits; Introduction to Advanced Practice - 3 credits). Students not meeting the UNE foundation field requirements (600 hours) may be required to complete an additional field practicum (up to 3 credit hours).

Directed/Independent Studies

Opportunities for directed/independent studies may be available with prior arrangement with the SSW Director. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project or a reading program. Such a program should

be carefully worked out by the student in consultation with the professor under whose direction it will be carried out. Contracts with learning plans for directed studies must be approved by the SSW Director, the CHP Academic Dean, and submitted to the Registrar's Office upon registration.

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee	\$250
Tuition per credit hour*	\$450
Malpractice Insurance	TBD

*Tuition is charged per course and is payable in full at the beginning of each semester along with any applicable fees.

For more information regarding tuition and fees, please consult the MSW Student Handbook.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England in the amount of \$1,000,000/\$3,000,000. There is a fee that is charged annually to the MSW student.

General Services Fee

This mandatory \$250 fee is billed to graduate students enrolled in 7 or more credits and provides the following services.

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Orientation activities.
4. Health Center services.
5. Finley Center gymnasium.
6. Athletic events including intramural programs and all intercollegiate home games.
7. Transcripts are available at no charge.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the School of Social Work, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Dean of the College of Health Professions upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated MSW students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)	
Fall\Spring\Summer	Tuition Refunds
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer	Tuition Refunds
During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CHP Dean, SSW Director or designate and upon completion of the required "Request for Leave of Absence" form available from the SSW Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CHP Academic Dean or SSW Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer	Tuition Credit
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Financial Aid

All students seeking financial assistance should request a Financial Aid Form (FAF) and complete the Financial Aid/Bank Loan Application. All applications should be on file at the University's Financial Aid Office by May 15. Detailed information and application are available on request from the Financial Aid Office at the University Campus. Call 207-283-0170, extension 2342.

Grading System

The School of Social Work has a letter grading system (A, B+, B, C+, C and F). Students in the program are expected to maintain a "B" (3.0) average over the course of their study. Students who receive 2 or more C's in courses will undergo an educational review. Students who receive an F in the first semester of a two semester course may not take the second semester of that course until the first semester is repeated or the failing grade is otherwise resolved. Any student who fails two or more classes will be dismissed from the program.

Incomplete Policy

When a student has reason to believe she/he may be unable to complete the work for a given course by the end of the term, she/he may apply for an extension by discussing this with the instructor and filling out a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan will be agreed upon for completion of the course work, including a date of completion, not to exceed four weeks following the end date of the course. This form must be completed by the last day of class for the given course. Any student who does not follow the above guidelines will receive an "F" for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and co-signed by the Director of the program.

Course Add/Drop or Withdrawal

Course changes (Add/Drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of "W" is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of "WP" (withdrew passing) or "WF" (withdrew failing) will be entered, subject to determination by the instructor. The grade of "WF" is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

Repeat Course Policy

MSW students may repeat a course in the event of a failing grade if that is the recommendation of the Educational Review Committee. However, only the second or last course will receive credit on the student's transcript.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which the student is enrolled.

Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

Readmission

A student who has officially withdrawn can reapply through the Office of Admissions, with the approval of the Director of the School of Social Work. Special consideration for students who leave the School in good standing will be given if their application for readmission is received within two years of their departure from the MSW program. Applications for readmission received more than two years from withdrawal will be considered as new applications.

Returning Students

Students who leave the School in good standing prior to completion of the requirements for the MSW degree are given special consideration for readmission. Credit is not given, however, for graduate work completed more than five years prior to the student's readmission.

Graduation

Upon successful completion of sixty-four (64) credit hours of graduate study divided between classroom and field work education, students are awarded the Master of Social Work Degree from the University of New England. Students with Advanced Standing must successfully complete a minimum of thirty (30) credit hours of course and field work to qualify for graduation.

Curriculum

The curriculum is designed to provide an integrated foundation or knowledge base and advanced skills for social work practice within a concentration (Individual, Family, and Group Practice or Organizational and Community Social Work Practice).

Foundation year courses emphasize an integrated social work perspective involving the social context and its impact on social policy, programs, and the social work profession. Courses include Human Behavior and the Social Environment I & II; Social Work Policy and Programs I & II; Social Work Practice I & II; and Research I & II; and Integrating Seminars I & II. In addition, students spend 600 hours in a field setting which permits students another learning mode through placements in social agencies and programs with structured on-site professional supervision.

Advanced year concentrations are offered in Individual, Family, and Group Practice, and Organization and Community Social Work Practice. Two advanced year required courses and electives build upon foundation knowledge and prepare the student for advanced practice in specialized areas. Both the foundation and the advanced year build upon an expected grounding in liberal arts.

Two advanced year concentrations have been developed:

1. Individual, Family, and Group Practice
2. Organization and Community Social Work Practice

The Individual, Family, and Group Practice concentration prepares students with knowledge and skills for advanced practice primarily focused with individuals, families, and groups in multiple settings. Organization and Community Social Work Practice provides students with knowledge and skills in an array of advanced practice roles in

the areas of program and policy development, administration, supervision, political advocacy, community practice, and evaluation. Organization and Community Social Work Practice is appropriate for students interested in the application of advanced skills in interventions across various system levels. Both concentrations hope to prepare graduates for professional leadership positions within their communities.

Certain advanced level courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in both concentrations are enriched by having a better understanding of the other's theories, methods, and practice issues. Required "Bridging" courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups and Evaluation of Practice represent this type of course. Students' learning is enriched by dialogue reflecting different practice emphases emanating from common professional values. Electives further enrich the foundation and required advanced year curriculum.

Course Descriptions

A. Required Courses - Foundation Year

SSW 501-502 **3 credits each** **Human Behavior and the Social Environment I & II**

Social work must create a critical understanding of the "person-in-environment" relationship as a theory for practice. This two semester course concentrates attention on human dignity, individual and cultural diversity, and people's strengths and resilience. Narrative voices of oppressed people are presented along with multiple theories of human development, identity formation, family and community life. Self-In-Relation as a theory of human development is contrasted with normative theories. Critical examination is presented of gender roles, family-based sexual identity, and social context as these factors influence social work assumptions, discourse, and practice.

SSW 503 & 504 **3 credits each** **Social Work Research I & II**

Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. These courses take students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology as well as conduct their own research.

SSW 505-506 **3 credits each**
Social Welfare Policy & Programs I & II

The historical development of social policy, social programs, and the social work profession in the United States is examined from a critical perspective. The development and implementation of social programs and their interaction with social movements and the profession's role in each are explored. The impact of social policy and programs in relation to devalued and oppressed groups is examined.

SSW 510-511 **3 credits each**
Social Work Practice I & II

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and critically assessed. Theories of practice undergird skill development at every level.

SSW 520 & 522 **3.5 credits each**
Practicum I & II

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals.

SSW 521 & 523 **1 credit each**
Integrating Seminars I & II

Integrating Seminars bring students together in small groups with a faculty member at the School to explore issues from the field and the integration of classroom material with field learning. Social work values and ethics, engaging clients in positive relationships, dealing with agency structures and demands, and being able to make optimal use of supervision are discussed.

B. Required Courses - Concentration Year:**Individual, Family, and Group Practice**
Concentration:**SSW 552-553** **3 credits each**
Individual, Family, and Group Practice I & II

These courses focus on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, family, and group situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Practice is examined through a lens which considers abuse and oppression as primary forces in the lives of individuals, families, and groups with whom social workers interact. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social

work, social constructionism and narrative therapy are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice approach is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills in practice, characterizes the two courses.

Organization and Community Practice
Concentration:**SSW 564** **3 credits**
Program Development and Community Practice

This course builds upon the foundation year and introduces students to the changing context of community and inter-organizational linkages across human service systems. Major content focuses on community and organizational needs assessment, community building, understanding and working in multi-system service environments. Client empowerment, collaborative relationship building across various system levels, including coalition building, and across problem areas and settings are emphasized.

SSW 565 **3 credits**
Administration and Supervision

The second semester course is concerned with roles and functions of social workers in various administrative and supervisory capacities, and how the work of the human service program is done through the efforts of its staff. Students gain an understanding of the financial management process, human resource issues, board leadership development, and task group leadership

C. Both Concentrations:**SSW 571** **3 credits**
Social Work Practice With Groups

This course is designed to provide an in-depth knowledge of group theory and practice in a variety of settings and for a range of clinical and administrative purposes.

SSW 580 & 582 **3.5 credits each**
Practicum III & IV

Provides students with a variety of social agency or program settings for field internships under the supervision of skilled practitioners. The focus of practice is the development of advanced skills in work with individuals, couples or families, groups, organizations or communities.

SSW 609 **3 credits**
Social Work Practice with People of Color

This is a practice class that will help the student explore the following areas:

1. Cultural competency as a systemic theoretical orientation.
2. Historical perspectives on the experience of people of color including: African American, Native American, Asian American and Latino American, multi-racial and immigrant communities.
3. Political perspectives on the experience of people of color.
4. Unique characteristics of the value systems of people of color.
5. Communication barriers that may hinder communication between people of color and white people.
6. Strategies for providing effective culturally sensitive practice with people of color.
7. Understanding and eliminating white racism.
8. Racial Identity theory.

SSW 620 **3 credits**
The Spiritual Dimension of Social Work Practice

The social work profession has historically crafted its approach to service within the context of a holistic perspective, viewing each individual as whole, not broken, honoring all aspects of the individual (physical, psychological, social, spiritual), and supporting that individual's strengths to promote healing with the understanding that one person's healing heals the whole community and vice versa. These concepts are inherent in many spiritual traditions and can be brought into the practice of social work as an integral aspect of service on both the micro and macro levels. This course will explore the integration of spirituality, spiritual practice, and religious beliefs with the knowledge and value base of social work practice. This course will explore some of the latest thinking on the value of spiritual beliefs and practices in the clinical setting and how social workers can integrate a spiritually sensitive focus into treatment while honoring the spiritual and cultural diversity of clients' belief systems.

SSW 623 **2 credits**
Advanced Practice Seminar

This course is designed to provide students with the opportunity to explore field issues and how they interact with classroom learning. Students engage in group problem solving strategies in resolving individual, family, and groups or organizational/community practice issues.

D. Advanced Standing Requirements:

SSW 501-502 **3 credits each**
Human Behavior and the Social Environment I & II

See course descriptions under Required Courses - Foundation Year.

SSW 525 **3 credits**
Introduction to Advanced Practice (IAP)

Introduction to Advanced Practice (IAP) is a three credit, intensive summer course which builds on the foundation practice knowledge that Advanced Standing students bring to Master's level education. IAP is intended to solidify and strengthen students' knowledge, values, and skills and serve as a bridge to second year courses. IAP integrates a strengths-based orientation to social work and reflects a strong commitment to ethical practice and the values of human dignity, cultural diversity, self-determination, and social justice. This course provides students with an opportunity to engage in critical examination of issues that impact the profession of social work. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of issues, from a personal perspective that is ethical and consistent with the students' values and beliefs.

Electives

Electives are constructed to support the concentrations. Students from both concentrations can select any electives offered. A selection of electives currently being taught includes:

SSW 592	Object Relations and Self Psychology
SSW 604	Comparative Clinical Theories
SSW 618	Homelessness and Social Work Practice
SSW 621	DSMIV
SSW 628	Social Work and Creative Arts
SSW 629	Policy Analysis
SSW 634	Aging & Health

SSW 585 **3 credits**
Substance Abuse

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored. Current addictions policies and services are critiqued.

SSW 597 3 credits**Advanced Psychosocial Assessment**

APA provides students advanced knowledge and skills in the assessment of client concerns. Skills of recognizing and using assessment interviewing as intervention are explored and developed. Students examine problem definition; relationship between diagnosis and assessment; collaborative assessment processes; identifying personal, social, and organizational resources; historical assessment; cultural competency; contextual assessment skills; and the relationship between assessment and intervention.

SSW 598 3 credits**Social Work Practice with the Elderly**

This summer intensive course covers individual and group practice techniques for counseling older adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks.

SSW 601 1-3 credits**Independent/Directed Study**

Students may choose to register for Independent study under the direction of one or more of the faculty of the SSW. This can be for from 1 to 3 credit hours, and should be designed in consultation with the instructor to augment the curriculum of the school. All independent studies require a written contract outlining the planned course of study with objectives, which must be approved by the School Director, and the Dean of the College of Health Professions.

SSW 606 3 credits**Solution Focused Practice**

While this model was originally developed as a form of brief therapy, the course will emphasize the solution-orientation as a more broadly applied approach to social work practice. Students will be able to explore and develop knowledge and skills in both theoretical understanding and practical skills of doing solution-oriented social work. The course emphasizes skill development through experiential learning and case presentations.

SSW 607 3 credits**Social Work Practice with Sexual Minorities**

This course examines the social roots of heterosexism and the social construction of difference with respect to sexual orientation. The course will enable students to develop and practice skills to join sexual minority clients in challenging the barriers imposed by heterosexism and prejudice against those who are "different". A critical assessment of historical and current theories regarding "normal" human development

and "mental health" will be included. A major focus is critical examination of social work's historical and current practice with sexual minorities and current social policy issues relevant to sexual minorities. Along with the goal of developing a respectful standpoint towards sexual minorities will be the development of skills for organizational and community practice, social policy and direct practice skills for working with members of sexual minorities.

SSW 608 3 credits**Grant Research & Proposal Writing**

This course discusses the concepts and practices of the discipline of grant research and proposal writing; the techniques and strategies of grant research and proposal writing and tracking of proposals once submitted, and follow up on submitted proposals. We will also explore the types of financial assistance available to agencies and individuals. Using the Internet and relevant published materials as well as lecture and discussion, students will develop the skills to develop and submit grant proposals.

SSW 610 3 credits**Social Work Practice in the Political Arena**

This course examines the political environment of the policy process through several sets of lenses. We will examine the motives of actors, institutional constraints and how these politics are altered at different stages of the policy process. This is not an examination of any single stage or actor in the policy process, but rather it is a calculated effort to provide you with an understanding of the critical issues involved in policy making.

SSW 611 3 credits**Domestic Violence**

This course will examine policy, varying service delivery systems, funding and the role of social workers in the areas of partner abuse, child abuse and elder abuse. This course will help students understand the context in which domestic violence practice occurs. The course will also focus on the role of the social worker in assessing for domestic violence with their clients. Culturally sensitive practice issues will be discussed and their impact on individuals seeking services. The course will also focus on developing student's abilities in assessment and intervention techniques with both survivors and individuals that batter. The course focuses on developing students' abilities to identify and explore ethical issues in domestic violence practice.

SSW 613 3 credits**Advanced Trauma Based Seminar**

This course explores working with survivors in a trauma based practice which validates the experience, respects the survivor, and helps her/him to become empowered. An examination of personal beliefs and definitions of trauma will serve as a first step toward the study of advanced trauma based practice. Using Trauma Theory as a foundation, students will learn practice methods and approaches that may be helpful

in working with survivors. Case presentations will allow students the opportunity to discuss alternative practice approaches, understand the trauma survivor's experience, and support & critique peers.

SSW 615 **3 credits**
Contemporary Controversies in Social Work

This seminar provides an opportunity for students to engage in critical examination of controversial issues that impact the profession of social work today. The course focuses on developing students' abilities to research, examine and critically evaluate a variety of positions on controversial issues and to develop and defend, both verbally and in writing, a personal position that is ethical and consistent with the student's values and beliefs. Course content will be determined to a large extent by issues of interest to students in the class. Issues to be examined will also include controversial issues of interest to the instructor and other faculty members, who will present on controversial issues relevant to their own practice and research interests. Controversial Issues in social policy, social welfare policy, multicultural practice, child welfare, social work ethics and professional practice may all be addressed.

SSW 622 **3 credits**
Child Welfare Policy and Practice

This course focuses on the relationship between social and social welfare policies and practice with children and adolescents. It provides an overview and evaluation of child welfare services and the health and mental health systems. The impacts of these systems on children and adolescents of diverse social and cultural groups, including poor children, children with disabilities, members of racial and ethnic minorities and gay and lesbian youth, are explored. Current and potential roles of social workers and the social work profession in challenging oppression and promoting empowerment within these systems are addressed. The relationship between the oppression of children and adolescents and physical and sexual abuse and neglect are examined. Social problems which impact children and adolescents, such as homelessness, substance abuse, and sexuality, are also explored from the perspectives of policy and practice.

SSW 624 **3 credits**
Legal and Ethical Issues in Social Work

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court.

SSW 625 **3 credits**
Addictions Counseling & Family Dynamics

Addictions and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in family treatment.

SSW 626 **3 credits**
Mental Health Practice: Critical Perspective

In this course, students examine mental health practice and the contemporary mental health system from a number of critical perspectives, including the point of view of consumers/survivors/ex-patients (c/s/x). The course will compare and contrast current and historical concepts of "mental illness" and the mental health system with current perspectives of physicians, other mental health professionals and c/s/x. A trauma paradigm, which highlights the connections between abuse, violence and "mental illness," will be a primary focus.

SSW 627 **3 credits**
Pharmacology:Drugs and Behavior

This course examines concepts in psychopharmacology, neurophysiology, psychoactive drug classification. Physiological, and psychological aspects of psychopharmacological agents used in the treatment of psychiatric disorders are presented. Psychopharmacology with the geriatric population are explored. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs are discussed.

SSW 636 **3 credits**
The Aging Experience On-Line

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills.

Further Information

Information sessions discussing the program and applicants concerns are held at regularly scheduled times during the year. Interested applicants should call the School to find out the times of these meetings.

Application for Admission as a Matriculated Student

Applications for admissions into the Educational Leadership program are considered as received, and a new cohort will begin online every term. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the admissions committee.

To apply for the program in Educational Leadership you must:

1. Have a Master's degree from an accredited U.S. institution or a Master's equivalent degree from a recognized overseas university;
2. Have a minimum of three years' teaching experience in an accredited public or private school (documented);
3. Complete the application form and include;
 - a. Personal goal statement; and
 - b. The non-refundable application fee of \$40
4. Arrange to have sent to the CAGS office the following:
 - a. Official transcripts of ALL Bachelor's & Master's college/university work; and
 - b. Three (3) letters of recommendation and accompanying forms, outlined above, that substantially address your qualifications for the program.

International students must supply an official TOEFL Score of 550 or higher or an official minimum Cambridge Test score at level 6. You must also have all of your post-secondary transcripts translated into English (if needed) and officially evaluated by the World Education Service in New York City. These materials are part of your application packet and must be submitted before your application can be considered for admission.

The application process to be admitted to the program consists of the following steps:

1. Complete the Certificate of Advanced Graduate Study in Educational Leadership application forms (available in paper or online) and submit to UNE no later than 45 days prior to the start of the term (i.e., August 15, December 15, and April 15);
2. Submit the non-refundable application fee of \$40 (\$25 for graduates of the University of New England's Masters in Education program). The fee must be in U.S. funds and may be submitted by check, money order, or cash;
3. Submit official transcripts of all post-secondary attendance. International students must submit officially

- evaluated transcripts that have been reviewed by World Education Service in New York City;
4. Write a personal goal statement that addresses the following:
 - a. Your experience as a teacher and/or administrator;
 - b. your experience in leadership roles, including your personal style of leadership;
 - c. your interest in further graduate study;
 - d. your capacity to succeed in a distance learning format; and
 - e. your post-CAGS professional goals;
5. Arrange to have three letters of recommendation from professional educational colleagues, on institution/organization letterhead, and accompanying recommendation forms sent to the CAGS Office (one must be from a supervisor), substantially addressing the applicant's qualifications for CAGS study; *
6. Provide evidence of at least 3 years of teaching or administrative experience in an educational institution.

* **Letters of recommendation (and the accompanying forms) are very important components to your application.** You may wish to select your references carefully and discuss with each one of them the importance of providing substantive recommendations that address the criteria. References from friends, family members, government officials, religious leaders, and community volunteers are not appropriate for the CAGS program.

Evaluation Criteria for Admissions

The Admissions Committee reviews all materials and correspondence in its evaluation of applications. The following criteria will be used to evaluate your personal goal statement and letters of recommendation.

1. There are indications of leadership potential;
2. There are indications of a desire for professional improvement and growth;
3. The writing conveys excitement of learning and leading;
4. There is evidence of compatibility with the distance-learning format;
5. There is evidence that the writer has an excellent command of the English language;
6. The writing is organized, cohesive, and cogent;
7. There is evidence of thoughtfulness, creativity, and innovation; and
8. There is evidence that the applicant is willing to apply new ideas and techniques.

Application for Admission as a Non-matriculated Student

Students who do not wish to seek the Certificate of Advanced Graduate Study may enroll in an individual course. Students may take up to two (2) courses as a non-matriculant. There is no application fee.

To seek enrollment as a non-matriculated Student, please make sure to do the following:

1. Submit a transcript from the institution which granted your Bachelor's and Master's degrees;
2. Submit a Personal/Professional Goal Statement indicating: your reasons for enrolling in CAGS courses; your ability to succeed in an online format; and your professional goals;
3. Complete the Application form.

Admission Deadlines

Application forms (available in paper or online at <<http://uneonline.org>>) for the Educational Leadership Program must be submitted to UNE no later than 45 days prior to start of the term in which you wish to enroll.

TERM	Application Deadline	Beginning of Term
Fall Term	August 15	October 1
Spring Term	December 15	February 1
Summer Term	April 15	June 1

* An application/information packet can be obtained by mail from:

**CAGS in Educational Leadership
University of New England
11 Hills Beach Road
Biddeford, ME 04005**

Program Completion

- To complete the program and receive a Certificate of Advanced Graduate Study in Educational Leadership, you must:
- Satisfactorily complete a minimum of ten 3-credit courses (9 online courses and the residential summer seminar);
- Attend the one-week summer seminar, in residence, at the University of New England campus or other regional location;
- Maintain a minimum GPA of 3.0; and
- Pay all tuition and fees when due.

Credit Transfer

Upon acceptance to the CAGS program, you may apply to transfer up to two 3-credit graduate level courses (maximum of 6 credits) into the Post-Master's Certificate in Educational Leadership program. The courses for which you are requesting transfer credit must meet the following criteria:

- a. Must be graduate level courses taken after the receipt of your Master's degree;
- b. Must have been taken within the last five years;
- c. Must have been taken at an accredited college or university;
- d. Must have a grade of 'B' or higher; and
- e. Must be equivalent to courses required in the CAGS program.

To request consideration for transfer credit, you must provide an official transcript, a course syllabus and outline, and a succinct statement justifying the course equivalency of the course (or courses) for which you are requesting transfer credit. Materials will be reviewed by CAGS faculty. Transfer credit is awarded at the discretion of the faculty and the admissions committee.

Individuals who have completed UNE's School Leadership Program prior to matriculating into the CAGS program and who already have obtained certification as school administrators and who have completed a minimum of twelve (12) credits in a core body of knowledge equivalent to those in the CAGS program, may complete the balance of their certificate enrolling in approved UNE graduate courses. While SLP recipients may transfer in twelve (12) credits, six of these credits must be replaced by elective courses. All students must complete a minimum of twenty-four (24) credits of the (30) required credits within the CAGS program.

The Leadership, Professional Responsibilities, & Ethics Seminar cannot be satisfied through transfer credit, and no credit for experiential learning is given in the CAGS program.

Academic Policies

In general, policies and procedures that have been developed for on campus-based graduate and professional programs also apply to the University of New England Online program. Students taking courses online are expected to follow these policies and requirements in regard to registration and matriculation.

Academic Honesty

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the Dean of the appropriate College. Academic Dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information;
2. Fabrication or falsification of data, results, or sources for papers or reports;
3. Action which destroys or alters the work of another student;
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor; and
5. Plagiarism, the appropriation of records, research materials, ideas, or the language of other persons or writers and the submission of them as one's own.

It is expected that students will accurately and correctly document all academic resources. APA format is the preferred style for citing sources and establishing a bibliography. If you are unfamiliar with what constitutes plagiarism, please do an online search to acquaint yourself with all of the components of plagiarism. You may also check the [Georgetown University Honor Council](#) homepage for a plagiarism description.

Documented instances of academic dishonesty will be reviewed by UNE administrators. Violation of the academic honesty policy will result in a grade of 'F' being issued for the course involved. A student who has violated the academic honesty policy may also be dismissed from the CAGS program and UNE.

For your information, CAGS faculty and administrators have access to a number of online plagiarism sources and are able to check out written material sources quite quickly.

Grading Policies

Students must maintain a minimum cumulative GPA of 3.0 ("B"). Failure to do so will result in Academic Probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must register and pass the failed course with a grade of "C" or better before registering for any additional credits.

Students are expected to complete all coursework on the appointed date of the term. In extenuating circumstances, students may petition the faculty mentor in writing for an incomplete grade ("I"). The petition must indicate a reason for requesting an incomplete and must include an expected date of course completion, not to exceed four weeks following the end of the term. All requests for an incomplete grade must be reviewed and signed by the program director.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Leadership, Professional Responsibilities, & Ethics Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, the student will be counseled to terminate studies in this program.

Dropping a Course

CAGS students may drop a course based on the following schedule and tuition refund policy:

Time Period (after deducting a processing fee of \$35)

Refunds	During the first two weeks	80%
	During the third week	60%
	During the fourth week	40%
	Over four weeks	No Refund

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee (one-time, non-refundable)	\$75
Tuition per credit hour*	\$355

*Tuition is charged per course and is payable in full at the beginning of each semester.

For more information regarding tuition and fees, please consult the CAGS Student Handbook.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the CAGS Program, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Academic Dean of the College of Arts & Sciences upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated CAGS students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)	
Fall\Spring\Summer	Tuition Refunds
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)	
Fall\Spring\Summer	Tuition Refunds
During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CAS Academic Dean, CAGS Director or designate and upon completion of the required "Request for Leave of Absence" form available from the CAGS Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CAS Academic Dean or CAGS Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer	Tuition Credit
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Re-enrollment in the CAGS Program

Students who have withdrawn from the CAGS program, either self-initiated or administrative withdrawal, must reapply to the program if they wish to continue their studies. The application procedures, academic policies, and program requirements that are in effect upon re-enrollment will apply to the student's program upon re-enrollment.

Students who re-enroll following withdrawal will have their previous coursework evaluated for applicability to the existing academic requirements. Coursework that is more than five (5) years old will not be accepted for credit in the CAGS program.

Change of Address, Name, or Phone

Students are responsible for notifying the University of New England CAGS Office **and** Registrar's Office of name, address, phone, and email changes through the Change of Address, Name, or Phone Form.

Immunization

University policy and Maine state law require that immunization documentation be submitted prior to your matriculation. The CAGS staff realizes that this law appears to have no relevance to an online program. However, all CAGS students will be on campus during their program of study and the law requires that the form be on file before you start classes. UNE is working to change the law, but for now we must abide by State Legislation. Please help us by completing and returning the form immediately.

This process requires that you take the Confidential Immunization Questionnaire form to your own primary health care provider for completion and a signature, and return the form to Graduate/Medical Student Affairs prior to matriculation. Please note that the Confidential Immunization Questionnaire is the only form on which the required information may be submitted.

The immunization information requested will only be used to document the University of New England's compliance with state law and University program requirements. Information submitted regarding your health status will not be released without your informed consent.

On the form, list immunization records. This is required of all students regardless of the program for which you have been accepted. Two doses of the MMR vaccine maybe substituted for the individual measles, mumps, and rubella vaccine. Proof of immunity on the basis of having had the disease requires a titer for all students born after 1956. Immunization dates must include both month and year and each titer result must be reported in the same date format and verified for accuracy by the health care provider signing the attestation statement on your form.

Please be certain that your primary health care provider signs the completed form including the statement of health. By signing this form, your health care provider is officially verifying the accuracy of the information from available records as stated on the form. A health care provider's

signature does not indicate that he/she personally administered any vaccines except where deficiencies existed in comparison to the stated requirements.

University policy and State of Maine law states that students attending a postsecondary school as a candidate for a degree, diploma, or a graduate certificate cannot be enrolled in or attend school without required proof of immunity. Only two situations warrant exception to this policy:

1. The student or the parent of a minor student presents the school with a letter from a physician on his or her letterhead stating that an immunization against one or more of these diseases is medically inadvisable; and
2. The student or parent of a minor student states in writing an opposition based on a sincere religious belief or for strong moral, philosophical, or other personal reasons.

In either of the above cases, the Immunization Waiver Form should be completed and returned to Graduate/Medical Student Affairs in lieu of the immunization form.

Students With Disabilities

Students with disabilities who require accommodations or modifications should communicate their needs to the Director, Office of Students With Disabilities, University of New England, 11 Hills Beach Road, Biddeford, ME 04005.

Technical Support

Students who require assistance with access to online course materials and information should address their computer access questions/problems to the staff at eCollege.com. A technical support telephone number will be provided to students who matriculate in the online CAGS degree program.

Curriculum Leads to Professional Credential

The Advanced Degree in Educational Leadership curriculum consists of nine 3-credit online courses and a one-week residential summer seminar. Eight courses are required. Two courses will be selected as electives. A minimum of ten 3-credit courses must be taken to be awarded the Advanced Degree. The particular program of study you choose depends upon what requirements exist in the state where you work or seek certification as an educational administrator.

The University of New England's Certificate in Educational Leadership curriculum is designed to apply as broadly as possible to requirements throughout the country, meeting basic ISLLC (Interstate School Leadership Licensure Consortium) standards. However, it is the responsibility of the candidate to confirm what course content is needed in the state in which certification is sought.

Effective 20 February 2002, UNE's CAGS program requirements are:

- EDU 701 Educational Leadership
- EDU 702 School Law
- EDU 703 Educational Change/School Reform
- EDU 704 Supervision and Evaluation
- EDU 705 Leadership, Professional Responsibilities, & Ethics Seminar
- EDU 707 Instructional Leadership
- EDU 711 Internship I
- EDU 715 Organizational Theory & Strategic Planning
- Two 3-credit elective courses

The CAGS Program course descriptions appear below.

**EDU 701 3 credits, required
Educational Leadership**

This course provides the overarching context for the entire curriculum in school leadership. Participants consider theories and practices relating to effective leadership in educational settings. Topics include team building, diagnosing the work environment, decision making, problem solving, and leadership as it pertains to strategic planning. Case studies are an integral part of the course, and students develop a case of an actual situation for analysis and presentation.

**EDU 702 3 credits, required
School Law**

In today's complex society, educational administrators must be conversant with state and federal laws impacting education in their state as well as in the U.S. Students examine the history, development, structure and function of the legal aspects of the American educational system. The body of law studied concerns selected case studies, which draw solutions from state constitutions and statutes. Attention is given to such topics as organization of government, public education, finance, and collective bargaining, and special education laws. Emphasis is given to current federal and state laws affecting the rights, privileges, and duties of administrators, teachers, pupils, and citizens. Assignments, which include research and readings, are designed to acquaint students with laws in their respective state.

**EDU 703 3 credits, required
Educational Change/School Reform**

Regardless of how beneficial a desired change may seem, new initiatives are often difficult to implement. Each educational setting has its own culture, and innovations and changes that are incompatible with the prevailing climate may elicit resistance and hostility. The course examines change theory; studies case histories of successful and not so successful change efforts, and reviews change strategies to equip students with skills for introducing effective reforms.

**EDU 704 3 credits, required
Supervision and Evaluation of Instructional Personnel**

Supervision and evaluation strategies need to support teachers' growth into strong, competent professionals. This course examines requirements of educational leaders engaged in supervising and evaluating educational personnel, and explores new directions and procedures currently under development. Emphasis is given to understanding the theory behind the practice, strengths and weaknesses of varying methods, and hands-on applications. Drawing on knowledge of developmental stages and multiple styles of learning and teaching, participants consider such practices as peer evaluations, self-evaluations, portfolios, and mentoring.

**EDU 705 3 credits, required
Leadership, Professional Responsibilities & Ethics Seminar**

While instructional technology now permits learners to achieve their educational goals independently and at a distance, there is significant value in experiencing direct interaction with peers engaged in the same learning process. The cohort sessions provide a dynamic forum in which professional colleagues share ideas and aspirations as established and emerging leaders. Pre- and post-session readings and other assignments are required. Location to be determined based on where participating students are clustered.

**EDU 706 3 credits, elective
School-Community Relations & Communications**

An effective educational leader promotes the success of all students by communicating the learning community's vision, policies, and successes to staff, students, parents, community, decision makers, legislators and media. The leader understands, responds to, and influences the systems that support the educational process. Developing and maintaining partnerships and forging relationships with multiple constituent groups, understanding emerging issues and educational trends and communicating them effectively to stakeholders are all essential leadership competencies. The effective leader plans public relations and communications strategies that build broad support and public ownership for the educational mission that is articulated. This course provides opportunity for self-assessment in developing a communications plan and an understanding of skills and strategies necessary for communicating in ways that positively impact the education of students.

EDU 707 **3 credits, required**
Instructional Leadership

School leaders must also be “lead teachers.” To effectively instill motivation and creativity in teachers, participants learn current models for curriculum design to ensure that instructional materials meet appropriate mandates for content and learning goals, and which also address students’ diverse needs, abilities, and experiences. Learning theories and styles are included, as are topics relating to curriculum theory and assessment.

EDU 708 **3 credits, elective**
Instructional Technology for the Information Age

A rapidly changing world exposes learners to new ideas and information in varying formats. Today’s educational leaders must be aware of trends and techniques that are compatible with the interests and needs of citizens who will live their lives in information-oriented society. Through this course, students will become better equipped to foster creative approaches to organizing and delivering content by understanding the options and opportunities for leading and learning made possible by instructional technology.

EDU 709 **3 credits, elective**
School Finance

The course traces the historical background and development of school finance acts, and examines the intent, concepts and relationship inherent in these acts. Processes by which state subsidies are computed, allocated and distributed are considered. Budget and expenditure practices in relation to these acts are illustrated. Emphasis is placed on helping students develop a clear conceptual understanding of the overall methods by which state aid is provided to local school systems. Readings, research, and other assignments are designed to acquaint students with school finance practices in their respective states.

EDU 711 **3 credits required**
Internship I

This course will be offered to students whose state certification regulations require an internship. Students will develop an internship proposal, including learning outcomes and assessment methods, that meets initial requirements for Educational / Administrative Leadership Certification in the state of residence. Students will maintain a journal, complete projects of relevance, and engage in activities that enhance understanding of leadership roles. Students may spread this requirement over two terms, with advance planning. Permission of the CAGS Director is required.

EDU 712 **3 credits elective**
Internship II

This course will be offered to students whose state certification regulations require an extended (or two-term) internship. Students will develop a year-long internship proposal (Terms 1 and 2), including learning outcomes and assessment methods, that meets initial requirements for Educational/Administrative

Leadership Certification in the state of residence. The actual number of hours required will be determined by individual state requirements. Permission of the CAGS Director is required.

EDU 713 **3 credits, elective**
Independent Study

Students who have an interest in a special topic or are required to demonstrate competency in an area not included in the standard curriculum may design an Independent Study course. Additionally, Independent Study may encompass a research project, special assignment, creative project implementation, and/or overseas learning experience. Students must prepare an Independent Study proposal that includes project description, learning objectives, methodology, assessment criteria, and bibliography outline. Approval of a faculty mentor and the CAGS Program Director must be obtained prior to registration for this course.

EDU 714 **3 credits, elective**
Diversity and Special Populations

This course will include special needs and the gifted student; at-risk learners; the impact of ethnicity, poverty, and religion on the educational process, incorporating refugees and immigrants into the learning environment; discipline challenges; and incorporating appropriate theories and principles in working with students, staff, faculty, community, and parents. Emphasis will be placed on identifying strategies to successfully work with diverse populations in the United States.

EDU 715 **3 credits, required**
Organizational Theory & Strategic Planning

This course will include: an overview of organizational theories and systems; the inclusion of organizational theory in the educational change process; the functions, objectives, development, and assessment of strategic plans; and the relationship between strategic planning and budget development.

EDU 716 **3 credits, elective**
Human Resources, Facilities Management & Transportation Management

This course includes the following topics, as they pertain to educational administration: job descriptions, interviewing, & hiring; annual evaluations, rehiring, and termination, affirmative action and diversity; technology of management functions; employee management techniques; building projects and compliance with state and federal regulations; building management, maintenance and repairs; hazardous materials management; safety, security, and health; contractual agreements (transportation, food services, special services, etc.); crisis management; and other topics that are appropriate

EDU 717 **3 credits, elective**
Historical, Philosophical & Global Perspective of Education

This course includes an overview of developmental, motivational, and learning theories; lifelong learning principles; global educational histories, systems, and philosophies; and cultural referents of education from American, Asian, African, Latin American, and European perspectives. This course will be offered bi-annually in the summer and will include an overseas travel component.

EDU 718 **3 credits, elective**
Educators & Government

This course addresses the structure of government including the executive, legislative, and judicial branches and their relationship to schools and education. Particular attention is paid to administrative agencies (federal and state) and their role as regulators and reviewers. The course aims to teach students the essential legal and constitutional framework of government and administrative process, as well as to provide tools for students' further research in this field. The course also offers a forum for discussion of government policy and current events. The course should better enable participants to understand the administrative process in order to use it more effectively to improve education and educational opportunities. Prerequisite: School Law or permission of the instructor.

EDU 719 **3 credits, elective**
Advanced Topics in Educational Law

Law remains very much involved in the day-to-day life of schools, from kindergarten to professional schools. This course focuses on cases and topics involving education law and public policy which are now before the Supreme Court, or likely to be so. These cases offer a certain window on society's major issues. The actual topics change with the year. By way of example, in 2001, topics in the course included student privacy, rights of action under the privacy laws (FERPA), school searches, and vouchers. The format of the class is designed to encourage student participation and direction. The class reviews policy, background, and precedent in an attempt to understand the issue. Because school issues are always changing – indeed it is an area of law where the Court overrules itself – it is especially important to learn how to research and understand the issues and anticipate future concerns. Prerequisite: Permission of the instructor.

EDU 720 **3 credits, elective**
Special Education Law

Special education has become “the” law topic in education law. This course introduces the area of special education law, including review of relevant statutes, regulations, and cases. The primary focus is the Individuals with Disabilities Education Act (IDEA), with some attention to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Key concepts covered include special education and related services, free appropriate public education, least restrictive environment, due process, student rights, and non-discrimination. The course aims to teach students the framework of special education law, as well as to provide tools for students' further research and analysis. Prerequisite: School Law or permission of instructor.

Certificate Programs in

**Addictions Counseling
and
Gerontology**

College of Health Professions

Purpose

The College of Health Professions is committed to providing its graduates with dynamic experiences based on respect for diversity, a sound liberal education, a belief in lifelong learning, a desire to develop leaders for society, and a commitment to advancing the quality of life and the environment. The College prepares graduates to assume entry and advanced professional positions in the ever-changing health environment.

Admissions Information

Applications for the post-baccalaureate Certificate Programs may be obtained by contacting the School of Social Work at the University of New England. Admission is on a rolling basis. It is also possible to enroll at the first session of a class but admission will then be on a space available basis only.

Transfer of Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the Certificate Programs. In no event will a request for transfer of credit be considered when made by students already admitted to the Certificate Programs.
2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer;
3. The transferred credit must be accepted by Certificate Program faculty in order to waive a specific course in the Certificate Program curricula. A maximum of six (6) credit

hours can be transferred toward required courses in any certificate program.

4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Addictions Counseling or Gerontology Certificate Program Coordinator or designee with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

Tuition and Fees

The following tuition rate applies to students enrolled in the ACP, and MSW students enrolled in ACP course work beyond the 64 required credits for the MSW degree.

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Application Fee (non-refundable)	\$40
General Services Fee	TBD
Tuition per credit hour*	\$325
Materials Fee/per course	TBD

*Tuition is charged per course and is payable in full at the beginning of each semester along with the Course Textbook and any Materials fee.

For more information regarding tuition and fees, please consult the Certificate Student Handbook.

General Services Fee

This mandatory fee is billed to all students which covers certificate and transcripts.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the CGS program, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Academic Dean of the College of Health Professions upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated CGS students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)	
Fall\Spring\Summer	Tuition Refunds
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer	Tuition Refunds
During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the CHP Academic Dean, CGS Director or designate and upon completion of the required "Request for Leave of Absence" form available from the SSW Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not necessary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the CHP Academic Dean or CGS Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer	Tuition Credit
During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Grading

Course grades are determined by the student's performance in that course and expressed as a pass or fail grade. A passing grade is considered to be a "B" or better. Letter grades may be requested from the instructor. The request must be made in writing and at the first session of class. Other details of the grading process, as well as general rules and regulations are detailed in the UNE School of Social Work Student Handbook.

Incomplete Policy

An incomplete (I) grade is given to a student who is doing passing work in a course, but who, for reasons beyond his/her control, is not able to complete the work on time. The "I" grade must be changed within the time limit determined by the instructor and may not extend beyond six weeks following the end of the semester or thirty days following the end of an eight-week session. The "I" grade defers computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course.

Loan/Grant/Scholarship Adjustments

Adjustments to scholarships, grants and loan programs will be made in accordance with respective program regulations and University policy before a refund to the student is calculated. In cases where a refund may be due and the student has received funds through the Guaranteed Student Loan Program, it is our policy to refund those funds directly to the bank which made the loan. Refunds will not be made in the case of absence, dismissal or suspension.

Addictions Counseling Certificate Program (ACCP)

Faculty

Courses are taught by faculty with expertise in addictions and by licensed practitioners from area agencies, organizations, and private practice. These professionals share their expertise, recent developments in addictions theory, and clinical methods.

Pamela Arnsberger, Ph.D.
Marcia Cohen, Ph.D.
Kate DeLois, Ph.D.
Clay Graybeal, Ph.D.
David Johnson, Ph.D.
David Mokler, Ph.D.
David Prichard, Ph.D.
Joanne Thompson, Ph.D.
Joyce Thompson, M.Ed.

Program Overview

The School of Social Work (SSW) offers a Certificate of Graduate Study (CGS) in its Addictions Counseling Certificate Program (ACCP). Matriculation in the Masters of Social Work (MSW) program is not required for the ACCP. Students enrolled in both the MSW program and the ACCP program may receive the MSW degree and a CGS in Addictions Counseling. CEUs are available.

As an extension of the MSW program, the ACCP focuses on developing expertise in addictions counseling and leads to the Certificate of Graduate Study (CGS)

in Addictions Counseling. It builds on elective courses in the MSW program and incorporates a clinical component.

This Certificate is aimed at MSW students, alumni, and other professionals seeking to expand their clinical expertise as well as individuals seeking to develop careers focused on addictions counseling. Students develop their clinical practice skills through case conferences, case discussions, and role playing. Both descriptive and prescriptive theories, diagnostic classification systems, and agency treatment models are examined from a critical perspective. Students are provided with on-going opportunities to process course material and to critically reflect on their practice.

The curriculum is designed so that the certificate can be completed within one year and within the MSW course of study. The certificate requires 20 credits, but with careful selection of existing School of Social Work elective courses, MSW students can complete the program with a minimum of 5 additional credits. Credit for previous course work is evaluated on an individual basis. MSW students enrolled in the ACCP should plan for a portion of their field experience to be addictions related and supervised by an addictions professional.

The Addiction Counseling Certificate curriculum is designed to meet the educational requirements for licensure as Alcohol and Drug Counselors (LADC) in the State of Maine. Students completing the certificate

also meet the academic requirements of the International Certification Reciprocity Consortium (ICRC), of which Maine is a member. ICRC is a reciprocal license recognized in all states and countries that are members.

Program Objectives/Outcomes

1. To prepare students to practice in the field of addictions to carry out professional roles and responsibilities consistent with the values and ethics of addictions-based practice.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape the addictions field, policies and programs, and their impact on different client systems.
3. To provide students with the knowledge and skills in addictions assessment and treatment to identify and build upon the strengths of client systems at multiple levels.
4. To provide students with the knowledge and skills in addictions necessary to produce effective interventions with people from diverse backgrounds, experiencing different kinds of addictions-related problems, across different settings.
5. To help students develop and implement professional addictions practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
6. To help students use critical self-reflection and research to enhance professional addictions-based practice.

Admissions Requirements

The Addictions Counseling Certificate Program is offered at the post-baccalaureate level and awards the Certificate of Graduate Study upon successful completion of the 20 credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution.

A complete admissions application contains the following materials:

1. A completed application form
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and,
3. If not a current UNE student, an application fee of \$40

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. Individuals may be admitted into the ACCP throughout the academic year and summer.

Program Completion

The curriculum is designed so that the Addictions Counseling Certificate may be completed in one year. MSW students must successfully complete the 20 credits listed. With careful selection of elective, this will require only an additional five (5) credits beyond the MSW requirements. Non-MSW students must successfully complete the 20 credit hour curriculum to receive the Certificate of Graduate Study. Previous course work will be evaluated on an individual basis to determine if credit might be given (see Transfer of Credit and Credit for Prior Learning on page 260).

Twenty credits are required in order to meet State of Maine licensing requirements for the LADC. Students may elect one of the following options with approval from the ACCP Coordinator:

- 1) independent study,
- 2) life experience portfolio,
- 3) previous course work, or
- 4) internship.

Course Schedule

Each course is three credits unless otherwise designated and may be offered on the Westbrook College Campus (WCC) in Portland or the University Campus (UC) in Biddeford. During the academic year courses are offered one evening per week.

Financial Aid

The University of New England has received authorization from the U.S. Department of Education to offer federal financial aid to students enrolled in the Addictions Counseling Certificate Program. Students enrolled in ACCP may also look at alternative loan programs for funding assistance, such as TERI and MELA Loans. See page 192 for specific loan information.

Course Descriptions

ACP 510 (also listed as SSW 585) 3 credits
Substance Abuse

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored. Current addictions policies and services are critiqued.

ACP 520 (also listed as SSW 627) 3 credits
Pharmacology: Drugs and Behavior

This course examines concepts in psycho-pharmacology, neurophysiology, psychoactive drug classification. Physiological, and psycho-logical aspects of psychopharmacological agents used in the treatment of psychiatric disorders are presented. Psychopharmacology with the geriatric population are explored. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs are discussed.

ACP 530 (also listed as SSW 625) 3 credits
Addictions Counseling and Family Dynamics

Addictions and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in family treatment.

ACP 540 (also listed as SSW 571) 3 credits
Social Work Practice with Groups

This course emphasizes practice with groups and encompasses the continuum from treatment to task oriented groups. Course content highlights the strength/s oriented value base of social group work and its potential for mutual aid and empowerment. Group dynamics and development are explored, with attention to agency, community, and cultural contexts.

ACP 550 (also listed as SSW 597) 3 credits
Advanced Psychosocial Assessment (APA)

APA provides students advanced knowledge and skills in the assessment of client concerns. Skills of recognizing and using assessment interviewing as intervention are explored and developed. Students examine problem definition; relationship between diagnosis and assessment; collaborative assessment processes; identifying personal, social, and organizational resources; historical assessment; cultural competency; contextual assessment skills; and the relationship between assessment and intervention.

ACP 555 (also listed as SSW 624) 3 credits
Legal and Ethical Issues

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court.

ACP 570 2 credits
(choose one or more of the following options)

- Independent Study
- Life Experience Portfolio
- Previous Course Work
- Internship

Gerontology Certificate Program

Courses are taught by experienced academic faculty who have expertise in the field of aging and by community practitioners. These professionals instruct as well as mentor students utilizing scholarship, research, and clinical methods.

Faculty

- Pam Arnsberger, Ph.D.
- Betsy Gray, MSW
- Marilyn Gugliucci, Ph.D.
- David Johnson, Ph.D.
- David Mokler, Ph.D.
- Donna McNelly, MS, BSN, RN

Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18 hour GCP will result in a Certificate of Graduate Study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The program integrates knowledge and skills from multiple health related disciplines. Courses are designed to assist students in understanding the field of gerontology and aging through an interdisciplinary approach that emphasizes the acquisition of specific skills needed by health care and mental health professionals who are working with older clients, patients and consumers of health care.

The Program is based on two underlying assumptions: healthy aging is achievable and older people should be able to retain maximum control over their choices in later life (autonomy). It also recognizes the role that both formal and informal caregivers play in the achievement of this goal. The GCP is offered in partnership with the School of Social Work and the Maine Geriatric/Gerontology Education Center. The program emphasizes applied learning through a broad based understanding of the aging process as well as through the development of specific skills. This approach allows all participants to develop new knowledge about the aging process.

The focus of the Gerontology Certificate Program (GCP) is service. Students who complete the program have the ability to apply their knowledge in the delivery, implementation, improvement, and evaluation of services for older people.

Program Objectives/Outcomes

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To provide students who are currently in the health care field with an overview of historical and theoretical perspectives of aging, including a critical analysis of popular theories on aging and their application to practice with the aging population.
3. To help students develop an understanding of health, wellness and maintenance of functional abilities as it relates to aging.
4. To prepare students to understand the psychological and social context of aging within the parameters of practice in a health care or mental health setting.
5. To provide students with an interdisciplinary classroom experience where they are able to learn new skills both from their own professional perspective as well as that of other health care professionals.
6. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.

Admissions Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the Certificate of Graduate Study upon successful completion of the 18 credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution with the exception of Registered Nurses with an Associate's Degree.

A complete admissions application contains the following materials:

1. A completed application form
2. If not a current UNE student, transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and
3. If not a current UNE student, an application fee of \$40

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. However, in order to attain a Certificate of Graduate Study, an individual must be admitted to the Gerontology Program. Individuals may be admitted into the Program in September, January, and May. Recent graduates (within the past five years) from a health professions program, may transfer up to 6 credits of prior gerontological/geriatric study towards the 18 credit requirement.

Program Completion

The full 18 credit Gerontology Certificate Program is designed as an interdisciplinary set of course work for students who are not currently enrolled in a UNE health care graduate degree program. Nurses, social workers, occupational and physical therapists, psychologists and licensed counselors, physician assistants and nursing home administrators are among those who would be in this category.

The curriculum is also designed so that currently enrolled students in health care professions can complete certificate requirements within one year and within their current course of study. The certificate requires 18 credits, but with careful selection of existing courses students can complete the certificate *with a minimum of 9 elective credits in gerontology*. Students in the Gerontology Certificate program should plan for a portion of their field experience to be aging related and supervised by a professional in the field of gerontology/geriatrics.

GERONTOLOGY CERTIFICATE COURSES

All courses are 3 credits unless otherwise designated.

Spring Semester

GER 627 (also listed as SSW 627& ACP520) 3 credits Pharmacology: Drugs and Behavior

Examination of the concepts in psychopharmacology, neurophysiology, psychoactive drug classification. Physiological, and psychological aspects of psychopharmacological agents used in the treatment of psychiatric disorder are presented. Psychopharmacology with the elderly population are explored including use and abuse of prescription and non prescription medications.

GER 506 (also listed as SSW 636) 3 credits The Aging Experience On-Line

This course will cover new program development techniques and on line learning opportunities in aging. Emphasis will be on accessing age related websites in order to learn gerontology advocacy, assessment case management and research skills.

Summer Session

GER 520 (also listed under SSW598) 3 credits Counseling Elders and Their Families

This summer intensive course covers individual and group practice techniques for counseling older adults and their families. Using a strengths perspective, assessment and treatment techniques used to address issues such as later life depression, substance abuse, a diagnosis of Alzheimer's Disease and anxiety will be covered as well as ways to empower elders through the use of support groups. Types of case management with elders and an overview and methods of accessing geriatric health and long term care resources are also covered. This course is offered one day per week for seven consecutive weeks.

GER 560 (also listed as SSW 624 & ACP 555) 3 credits Legal and Ethical Issues

This course focuses on basic legal and ethical concepts as they apply to human services policies and practices with vulnerable populations. Students are introduced to: 1) historical overview of the relationship between law and practice; 2) issues pertaining to confidentiality, due process, and other common agency/ worker liability and malpractice issues; 3) legal regulation of practice; 4) case record keeping; and 5) preparing for and testifying in court.

Fall Semester

GER 525 (also listed as NSG 333) 3 credits Gerontology for Health Professionals

This course is a progressive overview of the field of aging beginning with the history and theories of gerontology and transitioning to the methods -providers use with older consumers to maintain wellness and high functional levels in the later years. The latest research on exercise, nutrition and alternative and complementary health care for an aging population will be emphasized

GER 601 (also listed as SSW 601) variable credits

This is the directed (independent) studies course for students who wish to explore an aspect of gerontology in depth that is not covered in another certificate course. Offered with permission of instructor and program coordinator. For more information or for application materials, please contact:

**Dr. Pamela Arnsberger, Director
Gerontology Certificate Program
University of New England
716 Stevens Avenue
Portland, ME 04103
Tel: (207) 797-7261 ext. 4501**

Graduate Certificate in Public Health

College of Osteopathic Medicine/College of Health Professions

Tipton, Meredith L.
Ph.D., Lasalle University, M.P.H., University of Michigan; B.S. University of San Francisco.

Associate Dean of Community Programs, COM

Beaulieu, Ellen Glidden
Ed.D., Nova Southeastern University; M.P.H., B.A., University of Hawaii.

Assistant Dean, CHP

Overview

The Graduate Certificate of Public Health is an 18 credit hour program offered by the University of New England with emphasis on the core courses for public health study. The program is conducted in collaboration with the University of New Hampshire Masters in Public Health degree program. The Graduate Certificate in Public Health is designed to provide graduate level education in the disciplines associated with public health to working adults, traditional students, health professions' and medical students. The format includes distance learning, part-time capability, summer intensive workshops, and other aspects to make the program both flexible and useful to students interested in graduate level education in public health.

The GCPH is an 18-credit certificate program that includes the following required courses:

1. Principles of Epidemiology (3 credits)*
2. Social and Behavioral Health (3 credits)*
3. Public Health Administration/Health Services Administration (3 credits)*
4. Introduction to Environmental Health (3 credits)*
5. Electives [two of three courses: Biostatistics (3 credits)*, Seminar in Clinical Research, Methodology and Design (3 credits), and Integrating Public Health Practicum (3 credits):

**Core Public Health Courses*

Courses are scheduled in an alternate delivery pattern to accommodate flexibility in format including evenings, summer intensives, practicums, and utilizing distance education.

A key element of the program is that twelve of the fifteen Core Public Health credits of the GCPH directly articulate with the University of New Hampshire's Masters in Public Health degree.

Program Objective/Outcomes

1. Provide students with an introduction to the basic knowledge skills and values necessary for individuals engaged in professions related to Public Health.
2. Provide a program that is: population based, community oriented, based on a concept of social justice, provides a multi-cultural perspective, is multi-disciplinary, highlights public/private linkages, and is based on the attainment of defined student competencies.
3. Provide a program that is a value-added degree to health professional students and graduates.
4. Provide a program that meets the needs of professionals working in public health related areas seeking advanced training and credentials.
5. Provide a program that is convenient in its delivery and accessibility.

Specific Objectives or Student Outcomes

The UNE/GCPH curriculum competencies are founded upon core competencies proposed in 1997 by the Council on Linkages Between Academia and Public Health Practice to guide educational institutions in developing their curricula for graduate education in public health. The UNE/GCPH program competencies are:

1. **Analytical Skills: Developed through Principles of Epidemiology and Biostatistics courses along with other learning experiences throughout the curriculum.**
 - a. Define a problem.
 - b. Determine the appropriate use of data and statistical methods.
 - c. Select and define variables relevant to defined public health problems.
 - d. Evaluate the integrity and comparability of data and identify gaps in data sources.
 - e. Understand how data illuminate ethical, political, scientific, economical, and overall public health issues.
 - f. Understand basic research designs used in public health.
 2. **Communication Skills: Developed via term papers, written projects, class presentations, group projects, and core course work along with other learning experiences throughout the curriculum.**
 - a. Communicate effectively both verbally and in writing.
 - b. Present demographic, statistical, programmatic, and scientific information accurately and effectively.
 - c. Solicit input from individuals and organizations.
 - d. Lead and participate in groups to address specific issues.
 3. **Population Development/Program Planning Skills: Developed through Public Health Administration/Health Services Administration, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Collect and summarize data relevant to an issue.
 - b. State policy.
 - c. Articulate the health, fiscal, administrative, legal, social, and political implications of policy options.
 - d. State feasibility and expected outcomes of policy options.
 - e. Decide on the appropriate course of action.
 - f. Write a clear and concise policy statement.
 - g. Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.
 4. **Cultural Skills: Developed through Principles of Epidemiology, Social and Behavioral Health, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Understand the dynamic forces contributing to cultural diversity.
 - b. Identify the role of cultural, social and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
 5. **Basic Public Health Science Skills: Developed through Public Health Administration/Health Services Administration, Epidemiology, Social and Behavioral Health, Introduction to Environmental Health, Biostatistics, and Integrating Public Health Policy courses along with other learning experiences throughout the curriculum.**
 - a. Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
 - b. Understand research methods in basic public health science.
 - c. Apply the basic public health sciences including both behavioral and social sciences, biostatistics, and epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.
 - d. Understand the historical development and structure of federal, state, and local public health agencies.
 6. **Financial planning and Management: Developed through Public Health Administration/Health Services Administration, and Integrating Public Health Practicum courses along with other learning experiences throughout the curriculum.**
 - a. Develop strategies for determining budget priorities.
 - b. Analyze proposals for external funding.
 - c. Monitor program performance.
 - d. Apply basic human relations skills to the management and organizations and the resolution of conflicts.
 - e. Understand the theory of organizational structure and its relationship to professional practice.
- h. Translate policy into organizational plans, structures, and programs.
 - i. Identify public health laws, regulations, and policies related to specific programs.
 - j. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality.

7. **Ecological Health Skills: Developed through Introduction to Environmental Health and Principles of Epidemiology courses along with other learning experiences throughout the curriculum.**

- a. Understand the dynamic forces contributing to ecological health, including climate, poverty, and development at the local, regional and global scales.
- b. Understand the epidemiological significance of ecological health and the interdependence of human societies with the rest of nature.
- c. Understand the wide range of temporal and spatial scales relevant to the direct and indirect effects of ecological changes to human health.
- d. Understand the magnitude of scientific uncertainty regarding the causes and effects of global and regional climate change, biodiversity and chemical pollution and the understanding and ability to invoke the precautionary principle to protect public health.
- e. Identify the role of change in ecology, such as those related to changes in land use, demography, social relations and technology (including biotechnology), in determining disease, prevention, health promoting behavior, and health services organizations delivery.
- f. Understand and be able to identify the hazards that exist in the environment that affect the health of the individual. This will include the ability to recognize these issues in the occupational setting and propose the controls that limit exposure and risk.

Practicum

Students employed in applicable public health settings are encouraged to use their own worksite for field placements. Additionally, a variety of organizations have indicated support for this program and a desire to serve in this capacity. The City of Portland Public Health Division, Healthy Community Coalitions, Maine Center for Public Health, Anthem Blue Cross Blue Shield and the Maine Bureau of Health, Divisions of Community Health and Family Health have offered to be field placement sites.

Sample Projects in Which GCPH Students Could Engage

1. Work on background and need sections of major federal grant proposal.
2. Development of program website.
3. Strategic identification of partners and locations for distribution of outreach materials targeting at risk population.

4. Development of county-specific data highlights.
5. Focus groups of women for women's health plans
6. Analysis of sources of primary and secondary health data.
7. Development of adolescent health surveillance system.
8. Analysis of sources of data on older women's health; recommendations of joint projects to improve health status of older women.
9. Research and analysis for policy statements, legislative drafts and position papers.
10. Design of surveillance system.
11. External reviewer for public health programs.
12. Program evaluation design and analysis.
13. Technical writing.
14. e-health projects.

Admission Prerequisites

Prerequisites to participating in the GCPH include, but are not limited to:

- A sincere interest in continuing professional development and a role in public health.
- The potential to improve practice through application of new knowledge and skills;
- Current employment in a setting conducive to applying course concepts and strategies;
- The ability to pursue rigorous graduate study.

Admission

Applications for admissions into the GCPH are considered as received, and course work can begin following admission. Applicants are encouraged to prepare application materials carefully and completely in order to ensure timely action by the admissions committee.

Admission criteria for the GCPH Program

- Bachelor's degree from a regionally accredited undergraduate institution or international college or university with a major that is relevant to the student's professional goals.
- Undergraduate overall GPA of 3.0.
- College level courses in mathematics and science (either biology, chemistry or physics).
Students may transmit GRE subject test scores in mathematics, biology, chemistry, physics or the GRE quantitative ability score in lieu of college-level courses in either.
- Potential to improve practice through application of new knowledge and skills.

Certificate-Seeking Student

The application process to be admitted to the program consists of the following steps:

1. Complete the GCPH application forms and submit to UNE by the Admission deadlines.
2. Submit the non-refundable application fee of \$50. The fee must be in U.S. funds and may be submitted by check, money order, or cash.
3. Submit official transcripts of all post-secondary attendance. International students must submit officially evaluated transcripts that have been reviewed by World Education Service in New York City.
4. Goal statement (500-700 words) that describes: personal development and future professional goals, relevant professional experience, and interest in graduate study in public health.
5. Arrange to have *three letters of recommendation and accompanying recommendation forms* sent to the GCPH Office (one must be from a supervisor), substantially addressing the applicant's qualifications for GCPH study.
6. International students must provide an official TOEFL Score of 550 or higher, or an official minimum Cambridge Test score at level 6. Also required are official post-secondary transcripts, translated into English (if necessary). It is recommended this evaluation be conducted and sent by World Education Services, Inc., of New York City. These materials must be submitted before applications can be considered for admission.

Non-Matriculated Student

Students who do not wish to seek the GCPH may enroll in individual courses. Students may take up to maximum two (2) courses as a non-matriculant. Students wishing to take more than two (2) courses in the GCPH program must apply to UNE and be accepted into the GCPH program prior to enrolling for the third course.

To enroll as a non-matriculated student an abbreviated application is all that is required. This enrollment form enables students to enroll in a single course without formal admission to the University of New England.

There is no application fee; however, students admitted under this status will pay an additional program fee of \$25 per term. Non-matriculated students must:

1. Meet the same GCPH admission requirements.
2. Complete the GCPH Application for Non-Matriculated Student.

3. Matriculated students will be given priority over Non-Matriculated students in cases where courses are filled to capacity.

An application/information packet can be obtained by mail from:

**Admissions Office
University of New England
11 Hills Beach Road
Biddeford, ME 04005**

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing.

Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee	TBD
Tuition per credit hour*	\$395
Materials Fee/per course	TBD

*Tuition is charged per course and is payable in full at the beginning of each semester along with fees.

For more information regarding tuition and fees, please consult the Student Handbook.

General Services Fee

This mandatory fee is billed to all students which covers certificate and transcripts.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the specified date, and any unpaid balance will be subject to a late charge of 12% per annum or 1% per month. Students with unpaid bills will not be placed on the official school roster nor can they attend classes until they have received clearance from the Business Office. Students with overdue account are not eligible for academic credit, transcripts, or degrees.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from the Director of the Graduate Certifi-

cate in Public Health, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Documentation must be signed by designated academic and administrative authorities. Student responsibilities include: a) knowledge of the University's policies regarding refund of tuition and/or fees as stated in this catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions (see below).

For purposes of computing refunds, the date of withdrawal recorded by the Academic Dean of the College of Osteopathic Medicine upon receipt of the withdrawal notice from the student, shall be considered official and will be used to compute refunds, if any, due to the student.

Refunds for matriculated GCPH students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

Based on a traditional semester length (14 - 16 weeks)

Fall\Spring\Summer

Tuition Refunds

During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

Short-Term Courses (3-8 weeks)

Fall\Spring\Summer

Tuition Refunds

During the first week	40%
During the second week	20%
Over two weeks	No refund

Leave of Absence

A Leave of Absence for a specified period of time, not to exceed one (1) academic year, may be granted to a matriculated student with the authorization of the COM Academic Dean, GCPH Director or designate and upon completion of the required "Request for Leave of Absence" form available from the SSW Program Office, Student Affairs Office, Student Registration & Financial Services Center (WCC), or the Office of the Registrar (UC). Application for readmission is not neces-

sary if the student returns as planned; however, the student who does not return at the specified time will be administratively withdrawn and will be subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. Note: It is the responsibility of the student to contact the office of the COM Academic Dean or GCPH Director to indicate change of plans.

Leave of Absence Tuition Credits

Fall\Spring\Summer

Tuition Credit

During first two weeks	80%
During third week	60%
During fourth week	40%
During fifth and sixth weeks	30%
During seventh and eighth weeks	20%
Over eight weeks	No Credit

Refunds - Other Fees

After registration there shall be no refund of fees.

Program Completion

To complete the program and receive a Graduate Certificate in Public Health, students must:

- Satisfactorily complete 18 credits of specified course work;
- Maintain a minimum GPA of 3.0; and
- Pay all tuition and fees when due.

Transfer Credit

Upon *acceptance* to the Graduate Certificate in Public Health program, students may apply to transfer up to two, 3-credit graduate-level courses (a maximum of 6 credits) into the program. Transfer courses must:

- a. Be classified as graduate-level;
- b. Have been taken within five years of application;
- c. Be from a regionally accredited institution;
- d. Have a grade of at least 'B'; and
- e. Be equivalent to required program courses.

To request consideration for transfer credit, the student must provide an official transcript, a course syllabus, and a succinct statement proposing justification of equivalency for the course (or courses). Materials will be reviewed for equivalency recommendation by GCPH faculty. Transfer credit is awarded at the discretion of the GCPH Program Director, or designee.

Academic Policies

In general, policies and procedures that have been developed for graduate and professional programs apply to the University of New England GCPH program. Students taking courses are expected to follow these policies and requirements in regard to registration and matriculation.

Academic History

The University of New England regards academic integrity as an essential component to the educational process. Charges of academic dishonesty will be handled through the Dean of the appropriate College. Academic Dishonesty includes, but is not limited to:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information;
2. Fabrication or falsification of data, results, or sources for papers or reports;
3. Action which destroys or alters the work of another student;
4. Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor; and
5. Plagiarism, the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

Grading Policies

Students must maintain a cumulative grade-point-average (GPA) of 3.0 ("B") or better. Failure to do so will result in Academic Probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on academic probation. A student receiving an "F" must re-enroll in and pass the failed course with a grade of "C" or better before any additional course registrations.

Students are expected to complete all course work by the appointed end date of the term. Under extenuating circumstances, a student may petition the course instructor, in writing, for a temporarily-assigned Incomplete ("I") grade. The petition must include an expected date of course completion, *not to exceed four weeks following the end of the term*. All requests for Incomplete grades must be reviewed and signed by the program director.

Dropping a Course

GCPH students may drop a course based on the following schedule and refund policy:

Time Period (after deducting a processing fee of \$35)		
Refunds	During the first week	100%
	During the second week	80%
	During the third week	60%
	Over four weeks	No Refund

Note: The one-time technology fee is non-refundable.

Course Descriptions

GPH 706 3 credits Public Health Administration/Health Services Administration

This course focuses on public health managers, organizational culture, management process, management functions and roles, leadership, motivation, communication, and human resource management.

GPH 712 3 credits Principles of Epidemiology

In this course students explore the factors underlying the distribution and determinants of states of health in various human populations. Emphasis is placed on investigative techniques, epidemiological methodology, and disease prevention.

GPH 715 3 credits, elective Seminar in Clinical Research, Methodology and Design

This is an advanced course in clinical/health outcomes and research. *Prerequisites: Introduction to Biostatistics and Principles of Epidemiology.*

GPH 716 3 credits, elective Biostatistics

This is an introduction to biostatistics in public health. The course includes sampling theory and basic statistical and probability concepts that underlie public health research and practice.

GPH 722 3 credits Introduction to Environmental Health

This course provides an introduction to the ecological basis of health and disease. Students will gain an understanding of the application of the principles and framework of ecosystems to issues such as toxic chemicals, fibers and dust, ioniz-

ing and non-ionizing radiation, air and water pollution, food chains, and the infectious agents in the environment. General principles and global processes will be linked to local issues and the regulatory environment through case studies and site visits.

GPH726 **3 credits**
Social and Behavioral Health

This is a graduate level course that provides grounding in fundamental concepts of the behavioral sciences as they illuminate public health. Since public health practice is the application of physical, biological and behavioral knowledge to living societies, a firm understanding of human social organization and behavior is essential. Individual and community responses to prevention, identification of symptoms, diagnoses, treatments, chronic ailments and rehabilitation are discussed. In each of these areas, the course explores the interaction between community, family, patient and health care provider.

GPH742 **3 credits, elective**
Integrating Public Health Practicum

This course provides the opportunity for students from various concentrations in public health to focus on a common public health problem from their individual and joint perspectives. This course incorporates substantive, analytical, administrative, and policy perspectives. Students make a formal presentation of recommendations.

This page left intentionally blank...

**ADMINISTRATION,
ACADEMIC
CALENDAR, and INDEX**



Board of Trustees

Harold E. Woodsum, Jr., LL.B., Chair
Retired Attorney
Cape Elizabeth, Maine

Vincent E. Furey, Jr, Vice Chair
Medical Consultant
Portland, Maine

Sandra Featherman, President
University of New England
Biddeford, Maine

Martha Herald Banfield, '60
Gift Shop Owner
Wells, Maine

Thomas Benenti, D.M.D., '69
Dentist
Kennebunk, Maine

Sumner Bernstein, L.L.B.
Attorney-at-Law
Portland, Maine

Ann Butterworth '77, '81
Risk Management Broker
Wellesley, Massachusetts

John V. Chang, '84
Physician
Wilmington, Massachusetts

Donna Litchfield Cheney '62
Falmouth, Maine

Sandra Cochrane
Falmouth, Maine

Meghan Conti
Student Trustee
Biddeford, Maine

Josephine H. Detmer
Teacher
Cumberland Foreside, Maine

Jeffrey B. Doss, D.D.S.
Maxillofacial Surgeon
South Portland, Maine

John D. Downing
President, John D. Downing Agency
Kennebunk, Maine

Elwood Fox, D.O.
Physician
Westbrook, Maine

Edward Friedman, D.O.
Retired Surgeon
Raymond, Maine

A. LeRoy Greason
Retired College President
Brunswick, Maine

Charles P. Harriman
Investment Consultant
Portland, Maine

Carol L. Hills
Retired University Professor
Kennebunk, Maine

Barry J. Hobbins, J.D.
Attorney-At-Law
Saco, Maine

Louise Parker James, '43
Portland, Maine

Betty Jurgenson
Scarborough, Maine

John Keffer
President, Forum Financial Group
Portland, Maine

Theresa S. Ketchum, J.D.
Attorney-at-Law
Kennebunk, Maine

Peter L. Lynch, '64
Educational Consultant
Uxbridge, Massachusetts

Robert E. McAfee, M.D.
Past President
American Medical Association
Physician; Portland, Maine

Lincoln J. Merrill, Jr.
Hanover Insur. Co. Regional Mgr.
Scarborough, Maine

Paul D. Merrill
President, Merrill Industries
Portland, Maine

Victoria Brandt Miele, '62
Falmouth Maine

Michael A. Morel
Maine Bank & Trust
Biddeford, Maine

Eleanor Manning Morrell, '49
Brunswick, Maine

Diane M. Nugent, D.O. '92
Physician
Wells, Maine

Robert R. Occhialini, '66
President/CEO Realty Company
Simsbury, Connecticut

Owen B. Pickus, D.O.
Physician
Portland, Maine

James L. Pierce, '66
Financial Consultant
Kennebunk, Maine

Neil Rolde
Author, Publisher
York, Maine

William J. Ryan
President, Banknorth Group
Portland, Maine

Herbert A. Sandler
President, Sandler Brothers
Biddeford, Maine

Normand E. Simard
President, York County Biscuit
Biddeford, Maine

Joseph Troiano, J.D.
Lawyer/CPA
Fort Myers, Florida

Paul A. Wescott, J.D.
President, Howell Laboratories
Bridgton, Maine

Jean T. Wilkinson
Retired Bank Vice-President
Cumberland Foreside, Maine

James G. Zoll, Ed.D., '69
Superintendent of Schools
Coronado, California

Trustees Emeriti

William F. Bergen, D.O.
Laurence Bouchard, D.O.
Norman Brackett
William Additon Bradford '39
Helene R. Cahners-Kaplan '40
Rev. Luke M. Chabot, O.F.M.
Lillian H. Corey '56
Ruth DeVenne Cuming '41
Jack S. Ketchum
Rev. Clarence LaPlante, O.F.M.
Mildred Holbrook O'Day '47
Henry Pollard, D.M.D.
Wilma Parker Redman '41
Charles E. Stickney, Jr.
Widgery Thomas, Jr.

Chairman Emeritus

Jack S. Ketchum

President Emeritus

Thomas H. Reynolds

University Officers

Featherman, Sandra
Ph.D., B.A. University of Pennsylvania.

President

Berry, Lemuel
Ph.D. University of Iowa - Music Education; M.A. University of Iowa - Music Education; B.A. Livingstone College - Music Education.

Vice President for Academic Affairs

Carter, Jacque
Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.

Dean, College of Arts and Sciences

Cribby, Patricia
B.S., University of Maine; A.S., Mount Ida College.

Dean, Admissions and Enrollment Management

Hazard, Barbara
M.A., Bowling Green State; B.A., Ohio Wesleyan University.

Dean of Students

Moore, Vernon
Ed.D., Vanderbilt University; M.S.S.W., University of Louisville; B.A., University of Oklahoma.

Dean, College of Health Professions

Shannon, Stephen
D.O. University of New England, College of Osteopathic Medicine, M.P.H., Harvard University.

Dean, College of Osteopathic Medicine

Chretien, Bernard
B.S., University of Maine-Portland.

Vice President for Business and Finance

Golub, Andrew
M.S., Simmons College; M.A., Miami University; B.A., Boston University.

Vice President for Information Resources

Legg, Edward
J.D., University of Texas.

Interim, Vice President for University Relations

University Administrators

- Doyle, Brian Director, Student Activities
M.A., University of Maine; B.A., University of Maine.
- Gugliucci, Marilyn, Ph.D. Director, Campus Center/BodyWISE Center for Health & Fitness
M.A., Montclair State University; B.A., Keene State College.
- Bowie, John Director, Financial Aid
B.A., University of Maine.
- Langevin, John Assistant Dean of Students, Director of Counseling
Ph.D., Columbia Pacific University; M.A., Azusa Pacific University; B.A./B.S.W., California State University.
- Kelly, Steve University Registrar
M.Ed., St. Martin's College; B.A., University of Washington.
- L'Heureux, Karol Director, Athletics
B.S., University of Maine at Presque Isle.
- Pecchia, Robert Assistant Dean of Admissions
B.A., Lyndon State College.
- Price, Steven Director, Communications
M.F.A., Vermont College; B.S., Utah State University.
- Williams, Shirley Director, Residence Life/Assistant Dean, Student Affairs
M.A. West Virginia University; B.A. Glenville State College.

College of Arts and Sciences Administration

- Carter, Jacque Dean, College of Arts and Sciences
Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.
- St. Ours, Paulette Associate Dean, College of Arts and Sciences
M.S., University of Southern Maine-Statistics; M.A., Boston College-Mathematics; B.A., Saint Josephs College-Mathematics.
- Tumiel, John Assistant Dean, College of Arts and Sciences
M.A., University of Alabama in Birmingham-Educational Counseling; B.S., Empire State College, State University of New York-Community and Human Services-Developmental Disabilities; A.A.S., Erie Community College, State University of New York-Occupational Therapy Assistant.
- Brown, Anne Christine (Chair-Department of Biological Sciences) Associate Professor
Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.
- Burlin, Paul (Chair-Department of History and Politics) Associate Professor
Ph.D., Rutgers University-American History; A.B., Heidelberg College-Philosophy.
- Corsello, Maryann (Chair-Department of Psychology) Associate Professor
Ph.D., University of New Hampshire-Developmental Psychology; M.S., Tufts University-Experimental Psychology; B.S., Northeastern University-Psychology/Speech and Hearing Science.
- Gnecco, Don (Chair - Department of Education) Associate Professor
Ed.D., Vanderbilt University-School Administration; M.Ed., B.S.-University of Maine-Education.

Gray, Susan (Chair - Department of Mathematical Sciences) Associate Professor
Ph.D.-Boston University-Mathematics Education, M.A.T., University of Pittsburgh-Science Education; B.S.,
Pennsylvania State University-Medical Technology/Biology.

Hatch, Philip (Chair-Department of Business Administration) Assistant Professor
M.B.A., University of Southern Maine; B.S., University of Southern Maine-Accounting.

Knapp, Robert (Director - Master of Science in Education) Director
Ph.D., University of St. Thomas-Theology; M.S., Fordham University-Religious Education & Theology; B.S.,
St. John-Philosophy.

LaRue, Richard (Chair-Department of Sport Performance) Associate Professor
D.P.E., Springfield College; M.S., Springfield College-Movement Sciences; B.A., University of Northern Iowa-
Teaching: Physical Education and Health.

Majid, Anouar (Chair-Department of English) Professor
Ph.D., Syracuse University-English; M.A., City University of New York-English; B.A., University of Fez,
Morocco-English.

McReynolds, Samuel (Chair - Department of Sociology) Associate Professor
Ph.D., Cornell University-Sociology; M.A., University of Vermont-History; B.S., University of Virginia-
Government & History.

Miller, Audni (Director - Organizational Leadership) Associate Professor
Ph.D., The Ohio State University-Adult and Continuing Education; M.A., The Ohio State University-
Communications; B.A., Texas Lutheran College, English, Speech, and Secondary Education.

Mullin, Jerome (Chair - Department of Chemistry and Physics) Professor
Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.

Saboski, Eleanor (Chair - Department of Environmental Studies) Associate Professor
Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

Sartorelli, Linda (Chair - Department of Philosophy and Religious Studies) Professor
Ph.D., M.A., Indiana University-History & Philosophy of Science; A.B., Barnard College, Columbia University-
Mathematics.

Thompson, Charles (Interim Chair-Department of Creative & Fine Arts) Assistant Professor
M.F.A., Tyler School of Art; Philadelphia, PA; B.S., Ball State University.

College of Arts and Sciences Adjunct Faculty

Ahearn, James Department of Chemistry and Physics
Ph.D.-Analytical Chemistry-Boston College; B.S.-Chemistry-Boston College.

Baillargeon, Cathy Department of Education
M.S.-University of Southern Maine-Exceptionality/Gifted and Talented Education; B.S.-Plymouth State College-
Elementary Education.

Baker, Harlan Department of English
M.A.-University of Maine-Theater; B.S.-Emerson College-Speech.

Bald, Lisa Department of Education
M.S.-Education-University of Southern Maine; B.S.-Education-University of Southern Maine.

College of Arts and Sciences, Adjunct Faculty, Continued--

Barnhart, David Department of Education
Ed.D.-Teachers College; M.A.-Teacher's College; B.S.-Bloomsburg State College.

Beaupre, Norman Department of Philosophy & Religious Studies
Ph.D.-Brown University; M.A.-Brown University; B.A.-St. Francis College.

Benson, Patricia Department of Creative and Fine Arts
M.F.A.-Florida State University; B.F.A.-Michigan State University.

Bentley, Eunice Gilbert Department of Education
M.S.-Literacy-University of Southern Maine; B.S.-Education-Wheelock College.

Beseda, David Department of Social and Behavioral Sciences
M.A.-Smith College-Social Work; B.A.-University of Houston-Sociology.

Binger, Diane Department of Education
M.S.-State University of New York; Counselor Education; B.S.-Health Education-State University of New York.

Black, Glenn Learning Assistance Center
B.S.-State University of New York-Biology.

Bolster, Ruth Department of Biological Sciences
B.S.-Marine Biology-University of New England.

Bradburn, Deborah Department of Education
M.S.-Education-University of New England; B.S.-Elementary Education-University of Maine at Orono.

Bradford, Sunny Organizational Leadership Program
Ph.D.-Education-U.C. Santa Barbara; M.A.-Social Psychology-University of Michigan; B.A.-Sociology-Drake University.

Capobianco, Lucian Department of Biological Sciences
M.D.-Loyola University; B.S.-Pre-Med.-Fordham University.

Champagne, Marilyn Department of Organizational Leadership
M.S.-Antioch New England Graduate School-Organization and Management; B.S.-State University College-Secondary Education & French.

Christman, Gwendolyn Department of Education
B.S.-University of Southern Maine; Teacher Certificate Program-University of New England.

Coan, Susan Department of Education
M.A.-Counseling Psychology-Antioch New England Graduate School; B.A.-Communications-Simmons College.

Conlon, Eileen Organizational Leadership Program
Ph.D.-University of Massachusetts-Education, Organizational Development; M.A.-Michigan State University-Family Studies; B.S.-Pennsylvania State University-Home Economics Education.

Cortese, Sherise Department of Exercise and Sport Performance
M.S.-Human Nutrition-Mississippi State University; B.S.-Food, Nutrition and Dietetics-Arizona State University

Cote, Ronald Department of Education
M.S.-Education in Elementary Administration-University of Southern Maine; B.S.-Elementary Education/Science-University of Maine.

Daugherty, John Department of English
M.A.-University of Southern Maine-Education., B.A.-West Virginia University-History/English.

College of Arts and Sciences, Adjunct Faculty, Continued--

Defazio, Mark Department of Education
M.S.-University of Southern Maine-Literacy Education; B.S.-University of Southern Maine-English.

Delaney, Patricia Department of Education
M.Ed.-Early Childhood Education-Wheelock College; B.A.-Elementary Education-Boston College.

DiRocco, Arthur Department of Education
M.S.-School Psychology-University of Oregon; B.A.-Psychology/Education-University of Southern Maine.

Diehl, Timothy Department of Education
M.S.-Education-Florida Atlantic University; B.S.-Science Education-Florida Atlantic University; B.A.-Business Administration-Florida Atlantic University.

Dunn, Christopher Department of Exercise and Sport Performance
B.A.-Zoology-University of New Hampshire.

Fagan, Katie Department of Creative and Fine Arts
B.F.A.-Photography-Portland School of Art.

Farrell, Barbara Learning Assistance Center
B.S.-Environmental Planning and Design - Cook College/Rutgers University.

Feurt-Baumann, Christine Department of Environmental Studies
M.A.-College of William and Mary-Biology; B.S.-University of Maryland-Zoology.

Flanders, Scott Department of Creative and Fine Arts
B.F.A.-Portland School of Art-Graphic Design; B.S.-University of Maine at Orono-Marketing-Business Administration.

Fleming, Lenore Learning Assistance Center
M.D.-Northeastern Ohio Universities College of Medicine; Ed.D.-Science Education and Mathematics Education-Teachers' College; B.A.-Math, Physics-Hunter College-CUNY.

Freeman, Joyce Department of Education
M.S.-Educational Administration-University of Southern Maine (Gorham); M.S.-Gorham State College of the University of Maine (Gorham); B.S.-English, Social Studies-Gorham State College.

Golding, Jane Department of Education
M.S.-University of Southern Maine; Reading; B.S.-University of Southern Maine-Education.

Gregg, Sarah Department of Education
Master of Fine Arts-Painting, Critical Theory, Mixed Media-Maine College of Art; M.A.-Art Education-Tufts University; B.A.-Painting-Wittenberg University.

Harris, Gary Department of Mathematical Sciences
M.A.-Applied Statistics-University of Southern Maine; B.A.-Mathematics-University of Southern Maine.

Hatch, Sherrilyn Department of Education
Ed.D.-Boston College-Curriculum and Supervision; M.S.-Southeast Missouri State University-Special Education/ Language Therapy.

Ingram, Lillian Department of Education
M.A.-University of Connecticut; B.S.-University of Maine.

Joy, Stephanie Department of Biological Sciences
B.A.-Biology-Boston University.

College of Arts and Sciences, Adjunct Faculty, Continued--

Kita, Jeanne Department of Education
M.S.-Clarion University-Library Science; B.A.-University of Maine-Orono-Sociology & English.

Koch, Larry Department of Education
Ph.D.-University of Maine; M.S.-Elementary Education-State University College; B.S.-Secondary Education-State University College.

Koester, David Department of Biological Sciences
Ph.D. University of Delaware - Biological Sciences; B.A. Miami University - Zoology.

LaGraffe, David Department of Creative and Fine Arts
M.A.-University of New Hampshire-Education; M.A.-Georgetown University-Philosophy; B.A.-Lemoyne College-English.

LaVerdiere, Michele Department of Education
Associate in Applied Science-Essex Technical Institute; M.S.-Education-Boston State College; B.S.-University of Maine.

Lovely, Eric Department of Biological Sciences
Ph.D.-Zoology-University of New Hampshire; M.S.-Zoology-University of New Hampshire; B.A.-Biology-Bloomburg University.

Madden, Catherine Organizational Leadership Program
M.A.-Liberay Studies, History/Political Science-Queens College, CUNY; B.A.-English/Literature-Anna Maria College.

Magana-Johnson, Sherri Department of Psychology
Psy.D.-Clinical Psychology-American Behavioral Studies Institute; M.S.-Counseling and School Psychology-California State University; B.A.-Psychology-University of Southern Maine.

Martyak, Stephanie Department of Biological Sciences
D.O.-University of New England-Doctor of Osteopathy.

McCabe, Jane Department of Psychology
Ph.D.-Ohio University-Counselor Education; M.A.-Ball State University-Counseling.

McCallum, Nancy Learning Assistance Center
B.A.-Journalism - University of Maine-Orono.

McCann, Joyce Department of Education
Ed.D.-Special Education-Boston University; M.S.-Reading-University of Southern Maine; B.A.-History/English-St. Joseph's College.

McMullin, Maureen Department of Education
M.S.-Literacy-University of Southern Maine; B.S.-Elementary Education-University of Maine at Orono.

Messer, Mark Department of Education
M.A.-University of New Hampshire-History; B.A.-University of Southern Maine-Education.

Miller, Fred Department of Mathematical Sciences
M.S.-Adult Education/Human Resources-University of Southern Maine; B.A.-Communication (Media Arts)-University of Southern Maine.

Mills, Wesley Department of Social and Behavioral Sciences
DMIN-Moral Education-Integration of Adult Education and Social Ethics-Andover Newton Graduate School; M.S.-Philosophy, Theology, Classic Languages-Fuller Graduate School; B.A.-Political Science-Gordon College.

College of Arts and Sciences, Adjunct Faculty, Continued--

Montesano, Jean Department of Education
M.Ed.-Antioch New England Graduate School-Foundations of Education; M.Ed.-University of Southern Maine-Exceptionality; B.S.-University of Southern Maine-Elementary Education.

Moore, Margaret Department of Mathematical Sciences
M.S.-Virginia Polytechnic Institute-Statistics; B.A.-Colby College-Mathematics and History.

Morrison, Robert Learning Assistance Center
M.S.T.-Union College-Physics; B.S.-University of Maine, Orono-Math/minor Chemistry.

Murphy, David Department of Education
M.S.-School Administration-Bridgewater State College; B.A.-Elementary Education-Stonehill College.

Norbert, Mary Department of Education
B.A.-Secondary Education & English-Boston College.

O'Connor, Maura Department of Education
M.A., Fairfield University – Educational Technology; B.A., St. Joseph College – Special Education.

Olson, Ann Marie Department of Biological Sciences
Ph.D.-Massachusetts College of Pharmacy-Pharmacology; M.S.-Cornell University-Ecology; B.A.-Cornell University-Biological Sciences.

O'Neill, Patrick Department of Education
Ed.D.-NOVA Southeastern University; M.S.-Administrative and Clinical Supervision-Manhattan College; B.A.-Teacher Preparation English/Reading, Special Education-Manhattan College.

Patch, Arla Department of Education
M.F.A.-Sculpture-Indiana University; B.F.A.-Sculpture/Education-Tyler School of Art.

Powers, Robert Department of Education
M.Ed.-University of Maine-Educational Administration; B.S.-Gorham State College-Education.

Price, Steven Department of English
M.F.A., Vermont College; B.S., Utah State University.

Prichard, David C. Organizational Leadership Program
Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.

Prince, Sanford Department of Education
M.S.-University of Southern Maine-Professional Teacher/Exceptionality; B.S.-University of Maine-Elementary Education.

Prince, Susan Department of Education
M.S.-University of Southern Maine-Professional Teacher/Exceptionality; B.S.-University of Maine-Early Childhood Education.

Randolph, Patricia Department of Organizational Leadership
Ed.D.-University of Massachusetts-Educational Policy; M.Ed.-University of Massachusetts-Educational Policy; B.F.A.-University of Illinois.

Reidman, Bonnie Department of Education
M.S.-University of Southern Maine-Education & Reading; B.S.-University of New Hampshire-Education & Psychology.

College of Arts and Sciences, Adjunct Faculty, Continued--

Richard, Wilfred
Organizational Leadership Program
Ph.D.-University of Waterloo-Environmental Studies; M.A.-University of Massachusetts-Economic Anthropology; B.A.-University of New Hampshire-Government.

Richards, Matthew
Department of Exercise and Sport Performance
M.A.-Sport Administration-University of Northern Colorado; B.S.-Sport Management-Colby-Sawyer College.

Schiff-Verre, Jayne
Department of Creative and Fine Arts
B.F.A.-Communications and Theatre-University of Southern Maine.

Schoneberg, Shelly
Department of Creative and Fine Arts
M.A.-University of Southern California; B.A.-University of Southern California.

Sferes, Tom
Department of Education
Ed.D.-Vanderbilt University-Educational Administration; M.A.-University of Connecticut-Spanish; B.A.-University of Connecticut-Spanish.

Shanahan, Dennis
Department of English
Ph.D.-English-The Ohio State University; M.A.-English-The Ohio State University.

Sharrets, Steven
Department of Psychology
Ph.D.-Psychology-University of Nebraska; M.H.A.-Hospital Administration-University of Minnesota.

Simon, Cynthia
Department of Environmental Studies
M.S.-Lesley College-Environmental Education; B.S.-Northeastern University-Administration/Marketing.

Star, Lorraine
Department of History and Politics
M.A.-Russell Sage College-American History; M.A.-Rutgers University-American History.

Star, Paul
Department of English
Ph.D.-Spanish-Rutgers University; M.A.-Spanish-Middlebury College; M.A.T.-Spanish-Middlebury College; B.A.-Spanish and Portuguese-Rutgers University.

Stirling, Lee
Department of Education
Ed.D.-Columbia University-Staff/Organization; M.S.-Lesley College-Learning Disabilities/Special Needs; B.S.-Syracuse University-Elementary Education.

Tordoff, Arthur
Department of Education
M.Ed. - University of Maine-Orono; B.S.-Education-University of Maine-Orono.

Twilley, Edgar
Department of Creative and Fine Arts
M.F.A.-Sculpture-Queens College CUNY; B.A.-English-Colby College.

Turner, Wendy
Department of Creative and Fine Arts
M.F.A.-San Francisco Art Institute; B.F.A.-San Francisco Art Institute.

Vaillancourt, Scott
Department of Creative and Fine Arts
Master of Music-Music Composition-University of Michigan Ann Arbor; Master of Music-Tuba Performance-University of Michigan Ann Arbor; B.A.-Music-Bowdoin College.

Varner Gunn, Janet
Department of English
Ph.D.-Religion and Culture-Duke University; M.A.-Religion and literature-University of Chicago; B.D.-University of Chicago; B.A.-English-Gettysburg College.

Venell, Julia
Department of Chemistry and Physics
B.S.-Environmental Chemistry-Northland College.

College of Arts and Sciences, Adjunct Faculty, Continued--

Welch, Steven Department of Creative and Fine Arts
M.F.A.-Louisiana State University; B.F.A.-Mankato State University.

Witham, Anne Kate Department of Education
Ph.D.-Education-Boston College; M.Ed.-School Counselor-Boston University; B.A.-English-Regis College.

Wood, Michael Department of Education
M.S.-University of Southern Maine-Educational Administration; B.S.-University of Southern Maine-Elementary Education.

Yahr, Greggus Department of Psychology
Ph.D.-Clinical Psychology-Union Institute; Ph.D.-Religious Counseling-American College of Theology; M.S.-School Psychology-University of Southern Maine; B.A.-Liberal Studies-National University.

College of Health Professions Administration

Moore, Vernon L. Dean, College of Health Professions/Associate Professor
Ed.D., Vanderbilt University; M.S.S.W., University of Louisville; B.A., University of Oklahoma.

Beaulieu, Ellen G. Assistant Dean, College of Health Professions/Professor
Ed.D., Novasoutheastern University; M.P.H., University of Hawaii; B.A., University of Hawaii; A.S. Forsyth School for Dental Hygienists.

Deisering, Leon F. Program Director - Master of Nurse Anesthesia/Associate Professor
M.S.N., Catholic University; CRNA, William Beaumont Army Medical Center.

Dyer, Jean Chair - Department of Nursing/Assistant Professor
M.S.N., Salem State College; B.S.N., Adelphi University.

MacRae, Nancy Chair - Department of Occupational Therapy/Associate Professor
M.S., University of Southern Maine-Adult Education; B.S. University of New Hampshire-Occupational Therapy.

Marlin, Karen A. Program Director - Master of Physician Assistant/Assistant Professor
PA-C, Yale University School of Medicine Physician Associate Program; B.S., University of New Haven - Public Administration; Certified - National Commission on Certification of Physician Assistants.

Mills, Bernice Director - Dental Hygiene Program/Associate Professor
M.S., University of Southern Maine, B.S., Indiana University, A.S., Westbrook College.

Miree, Lucia F. Chair - Health Services Management Program/Professor
Ph.D., Florida State University-Organizational Communication and Behavior; M.P.H., Boston University-Health Services Management; M.S., Florida State University-Communication Research; B.A., Auburn University-Foreign Languages-Spanish, French.

Sheldon, Michael Interim Chair - Department of Physical Therapy/Associate Professor
M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono Zoology; B.S., University of Rhode Island -Zoology.

Thompson, Joanne Director - School of Social Work/Professor
Ph.D., Rutgers State University; M.S.W., University of Arkansas; B.A., LaGrange College.

Academic Calendar 2002-2003

Summer Semester 2002												
Summer 2002	College of Arts & Sciences			College of Health Professions							College	
Session I	CE Summer I	MSEd/CAGS	Org Leadership	CE Summer I	Israel Branch	MPT	MOT	MSNA	MSPA	MSW	1st Year	
Classes Begin	May 13	June 1	<i>Segment A -- May 18, Jun 1, 8,15 & 22</i>	May 13	N/A	May 20	May 13	May 6	<i>Yr 1 -Jun 10; Yr 2 - May 28</i>	<i>Yr 1 -May 6; Adv Stand</i>	<i>For CE</i>	
Memorial Day Holiday - No Classes	May 27	N/A		May 27	N/A	May 27	May 27	May 27	May 27	May 27		
Classes End	June 28	Aug 30		June 28	N/A	Jun 21	May 31	<i>Yr 2-Aug 29; Yr 3- Sep 27</i>	Aug 23	<i>Yr 1 -Jun 25; Adv Stand</i>		
Session II	CE Summer II			CE Summer II							College	
Classes Begin	Jul 1	<i>Campus Seminars: Jul 7 - 26</i>	<i>Segment B -- Jun 29, Jul 6, 13, 20 & 27</i>	Jul 1	N/A	<i>Yr 5 - Jun 24</i>	<i>See Above</i>	<i>See Above</i>	<i>See Above</i>	<i>See Above</i>	<i>For CE</i>	
4th of July Holiday - No Classes	Jul 4	N/A		Jul 4	N/A	Jul 1 - 5	N/A	Jul 4	Jul 4	Jul 4		
Classes End	Aug 17	See Above		Aug 17	<i>Commencement: Nov 27</i>	<i>Break Aug 28-Sep 3; End Oct 24</i>	<i>See Above</i>	<i>See Above</i>	<i>See Above</i>	<i>See Above</i>		
Fall Semester 2002												
Fall 2002	College of Arts & Sciences			College of Health Professions							College	
Fall 2002	CAS General and CE	MSEd/CAGS	Org Leadership	CHP General and CE	Israel Branch	MPT	MOT	MSNA	MSPA	MSW	1st Year	
Fall Assembly	Aug 27	N/A	N/A	Aug 27	N/A	Aug 27	Aug 27	Aug 27	Aug 27	Aug 27	Aug 27	
Orientation	Sep 1 - 3	N/A	Aug 28	Sep 1 - 3	<i>In Israel:</i>	Sep 1 - 3	Sep 1 - 3	Sep 3	<i>UC-Jun 10 11 WCC-</i>	Sep 3	Jul 29	
Labor Day Holiday - No Classes	Sep 2	N/A	<i>Segment A -- Aug 31, Sep 7, 14, 21, 28 Segment B -- Oct 5, 12, 19, 26 & Nov 2 Segment C -- Nov 9, 16, 30, Dec 7, 14</i>	Sep 2	N/A	Sep 2	Sep 2	Sep 2	Sep 2	Sep 2	Sep 2	
Classes Begin	Sep 4	Oct 1		Sep 4	Oct 20	<i>Yr 4 -Sep 4; Yr 5 Clin II-Oct 28</i>	Sep 4	Sep 4	Sep 4	Sep 4	Jul 31	
Enrollment Confirmation	Sep 4 - 10	N/A		Sep 4 - 10	N/A	N/A	N/A	N/A	N/A	Sep 4 - 10	N/A	
Add/Drop	Sep 4 - 10	Oct 1 - 11		Sep 4 - 10	Oct 20 - 31	<i>Yr 4 - Sep 4-10</i>	Sep 4 - 10	Sep 4 - 10	Sep 4 - 10	Sep 4 - 10	Sep 4 - 10	
Last Day to Apply for P/F Grade	Sep 23	N/A		Sep 23	Nov 6	<i>Yr 4 - Sep 23</i>	Sep 23	N/A	N/A	N/A	N/A	
Fall Long Weekend	Oct 12, 13 & 14	N/A		Oct 12, 13 & 14	N/A	Oct 12, 13 & 14	Oct 12, 13 & 14	Oct 12, 13 & 14	Oct 12, 13 & 14	Oct 12, 13 & 14	(Classes in Session)	Oct 12, 13 & 14
Last Day to Withdraw w/o Academic Penalty	Nov 8	N/A		Nov 8	Dec 24	<i>Yr 4 - Nov 8</i>	Nov 8	N/A	N/A	Nov 8	Nov 8	
PreRegistration Deadline for Spring 2003	Nov 12	Dec 19		Nov 12	N/A	Nov 12	Nov 12	Nov 12	Nov 12	Nov 12	Nov 12	
Thanksgiving Holiday	Nov 28 & 29	N/A		Nov 28 & 29	N/A	Nov 28 & 29	Nov 28 & 29	Nov 28 & 29	Nov 28 & 29	Nov 28 & 29	Nov 25 - 29	Nov 28 & 29
Classes End	Dec 12	Jan 31, 2003		Dec 12	Jan 23, 2003	<i>Yr 4 - Dec 12; Yr5 Clin -Dec20</i>	Dec 12	Dec 12	Dec 12	<i>Yr 1-Dec 13 Yr 2</i>	Dec 19	Dec 13
Reading Day	Dec 13	N/A	Dec 13	N/A	Dec 13	Dec 13	N/A	N/A	N/A	N/A		
Final Examinations	Dec 16 - 20	N/A	Dec 16 - 20	Jan 26-30	<i>Yr 4 -Dec 16-20</i>	Dec 16 - 20	N/A	N/A	(Classes in Session)	N/A		

Academic Calendar 2002-2003

Spring Semester 2003													
<i>Spring 2003</i>	College of Arts & Sciences			College of Health Professions							College of Osteopathic Medicine		
	CAS General and CE	MSEd/C AGS	Org Leadership	CHP General and CE	Israel Branch	MPT	MOT	MSNA	MSPA	MSW	1st Year	2nd Year	
Orientation	Jan 14	N/A	Jan 2	Jan 14	<i>In Israel:</i>	N/A	Jan 14	N/A	N/A	N/A	N/A	N/A	
Classes Begin	Jan 15	Feb 1	Segment A - Jan 4, 11, 18, 25 & Feb 1 Segment B - Feb 15, 22, Mar 1, 8 & 15 Segment C - Mar 29, Apr 5, 12, 19 & 26	Jan 15	Feb 2	<i>Yr 4 Clinic I - Start Jan 6, End Feb28; Yr 4 Classes Start Mar 4, End Apr 29; Yr 5 Classes Start Jan 7, End Mar 6; Yr 5 Clinic III Start Mar 10, End May 2</i>	Jan 15	Jan 15	Jan 15	Jan 15	Jan 2	Jan 2	
Enrollment Confirmation	Jan 15 -22	N/A		Jan 15 -22	N/A		N/A	N/A	N/A	N/A	Jan 15 -22	N/A	N/A
Add/Drop	Jan 15 -22	Feb 1 - 14		Jan 15 -22	Feb 2 - 13		Jan 15 -22	N/A	N/A	N/A	Jan 15 -22	N/A	N/A
ML King Holiday - No Classes	Jan 20	N/A		Jan 20	N/A		Jan 20	Jan 20	Jan 20	Jan 20	Jan 20	Jan 20	Jan 20
ML King Celebration - No Classes noon - 200pm	Jan 22	N/A		Jan 22	N/A		Jan 22	Jan 22	Jan 22	Jan 22	Jan 22	Jan 22	Jan 22
Last Day to Apply for P/F Grade	Feb 5	N/A		Feb 5	Feb 19		Feb 5	N/A	N/A	N/A	N/A	N/A	N/A
Spring Break	Mar 17 - 21	N/A		Mar 17 - 21	Apr 6 - 10		Mar 17 - 21	Mar 17 - 21	Mar 17 - 21	Mar 17 - 21	Mar 17 - 21	Mar 17 - 21	Mar 17 - 21
Last Day to Withdraw w/o Academic Penalty	Apr 4	N/A		Apr 4	Apr 13		Apr 4	N/A	N/A	N/A	Apr 4	N/A	N/A
Registration Deadline for Fall 2003	Apr 18	Apr 29 <i>(summer 2003)</i>		Apr 18	N/A		Apr 18	Apr 18	Apr 18	Apr 18	Apr 18	Apr 18	Apr 18
Classes End	May 6	May 31		May 6	May 15		<i>See Above</i>	May 6	Yr 1-Apr 24; Yr 2-May 2	Yr 1 & 2 May 16	Apr 24	May 23	Jun 27
Final Examinations	May 8, 9, 12, 13, 14	N/A	May 8, 9, 12, 13, 14	May 18 - 22	May 8, 9, 12, 13, 14	May 8, 9, 12, 13, 14	N/A	N/A	N/A	N/A	N/A		
Commencement	May 17	May 17	May 17	May 17	Nov 1, 2003	May 17	May 17	May 17	May 17	May 17	N/A	N/A	
May Term(OT)	--	--	--	--	--	--	May 19 - Jun 6	--	--	--	--	--	
Memorial Day Holiday - No classes <i>(Summer 2003)</i>	May 26	N/A	May 26	May 26	N/A	May 26	May 26	May 26	May 26	May 26	May 26		

Codes

Codes: CAGS=Certificate of Advanced Graduate Study; CAS=College of Arts & Sciences; CE=Continuing Education; CHP=College of Health Professions; COM=College of Osteopathic Medicine; MPT=Master of Physical Therapy; MSEd=Master of Science-Education; MSNA=Master of Science-Nurse Anesthesia; MOT=Master of Occupational Therapy; MSPA=Master Science-Physician Assistant; MSW=Master of Social Work; TBD=To Be Determined (see program); NA=Not Applicable or Not Available (see program).

Index

- About the University 6
- Academic Calendar 286
- Academic Honors 43
- Academic Load 40
- Academic Minors 44
- Academic Probation and Dismissal 43
- Academic Regulations 39
- Accelerated Pre-Physician Assistant 3-2 Track 21
- Accreditation, Memberships, and Other Notices 6
- Administration 275
- Administrative Services and Policies 16, 189
- Admissions 16
- Admissions to Graduate Programs 189
- Advanced Placement 18
- Athletic Department 31
- Audit Policy 41

- Bigelow Lab 23

- Campus Center - University Campus 35
- Career Services 31, 196
- CAS/COM 3-4 Program 22
- Certificate of Advanced Graduate Study in Education 251
- Change of Major 44
- Classification 40
- CLEP 18
- College Exploratory Program (CEP) 20
- College of Arts and Sciences 7
- College of Health Professions 7
- College of Osteopathic Medicine 8
- Community Dental Hygiene Clinic 34
- Continuing Education 8
- Core Curriculum 46
- Counseling Center 30, 196
- Course Withdrawal Policy 42
- Course Work at Another Institution 43
- Credit for Prior Experiential Learning 19

- Department of Biological Sciences 48
- Department of Business Administration 58
- Department of Chemistry and Physics 60
- Department of Creative and Fine Arts 62
- Department of Dental Hygiene 63
- Department of Education 66
- Department of English 75
- Department of Environmental Studies 76
- Department of Exercise and Sport Performance 80
- Department of History and Politics 88
- Department of Mathematical Sciences 97
- Department of Nursing 99
- Department of Occupational Therapy 107
- Department of Philosophy and Religious Studies 112
- Department of Psychology 113
- Department of Sociology 116
- Directed/Independent Studies 20
- Doctor of Osteopathic Medicine 204

- Enrollment Status 24

- Financial Aid 28, 192
- Financial Information 25, 190
- Finley Center-Westbrook College Campus 35
- Food Services 34

- Grading System 41
- Graduate Certificate in Public Health 267
- Graduate Programs 187
- Graduate Student Orientation 194
- Graduation Requirements 39
- Greater Portland Alliance of Colleges and Universities 21

- Health Services 33, 198
- Health Services Management Program 85
- How to Use This Catalog 12

- Immunizations 34, 198
- Incomplete Policy 42
- Information Directory 4
- Information Technology Services 36
- Integrated, Interdisciplinary Health and Healing 10
- Interdisciplinary Majors 90
- International Students 20, 189

- Learning Assistance Center 94
- Leave of Absence Policy 42
- Libraries 35, 199

- Majors 12
- Master of Physical Therapy 230
- Master of Science - Nurse Anesthesia 213
- Master of Science - Physician Assistant 221
- Master of Science in Education 205
- Master of Science-Occupational Therapy 204
- Master of Social Work 239
- Media Services 36
- Minors 12

- New Student Orientation 29

- Office for Students with Disabilities 31, 196

- Personal Major 44
- Petition to Graduate and Receipt of Diploma 39
- Programs 12

- Registration and Enrollment Confirmation 40
- Repeat Course Policy 42
- Residence Life 30

- Student Access and Annual Notification 37
- Student Advising 44
- Student Affairs 29, 194
- Student Discipline 34
- Student Governance 32, 195
- Student Records 37, 200

- Third (Junior) Year Abroad 21
- Transcripts 38, 202
- Transfer 18

- Undergraduate Program Descriptions 45
- University Campus 8
- University Mission 6
- University Withdrawal 42

- Veterans 20, 189

- Westbrook College Campus 9