

# UNIVERSITY of NEW ENGLAND

*2000-2001 Catalog*

## Undergraduate and Graduate Programs

*of the*

**College of Arts and Sciences**

*and the*

**College of Health Professions**

### Notice Addendum Update

Print date on this document is October 19, 2000. Subject to change - see page 4, **Accreditation, Memberships, and Other Notices**. To be made available in hard copy format to all first-time matriculated students entering in the academic year 2000-2001; *-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/>*

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# 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:**

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# ABOUT THE UNIVERSITY OF NEW ENGLAND







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.

### **Decary Hall**

Decary Hall houses the College of Arts and Sciences and the College of Health Professions, and includes classrooms, labs, faculty/administrative of-

changes in its appearance. Stella Maris Hall houses the College of Osteopathic Medicine Dean's office, the office of the Vice President for Academic Affairs, faculty research laboratories, classrooms, as well as other faculty offices, administrative offices, and conference rooms.

### **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.

### **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.

### **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.

### **Other University Campus Buildings**

Five 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.

## **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. Westbrook has 16 buildings, including four classroom buildings, a student union, a beautiful library and auditorium, an art gallery, a recreation center, the Children's Center lab school, and playing fields. Just minutes away, off campus, is dynamic Portland with its night-spots, shopping, concerts, sporting events, museums, and restaurants. Within an hour's drive are ski slopes, hiking trails, ocean beaches, and inland lakes. 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. Appealing in its own right — WCC has been designated a national historic district — the campus features notable architecture, recently updated facilities and technologies, an a pleasing small-college environment. It is also the site of the University's Art Gallery and the library holds the Maine Women Writers Collection.

### **Alumni, Proctor, Blewett, and Coleman**

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### **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.

### **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. Recreational activities include: basketball, volleyball, indoor tennis, floor hockey, whiffle ball and roller hockey.

## 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 45 and 114, 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 115 and 178.

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 departmen-

**Creative and Fine Arts** (see page 50) provides cultural opportunities for students to experience with arts.

**Education** (see page 54) prepares teachers to improve the quality of life for children in their homes, schools, institutions, and other clinical settings. Programs are:

<b>Program</b>	<b>See page</b>
B.S. in Elementary Education	55
Teacher Certification Program	57

**English** (see page 62) provides a core program in literature and languages for all undergraduates. Programs are:

<b>Program</b>	<b>See page</b>
Minor in English	62
Minor in Literature	62

**History & Politics** (see page 64) provides a core program in history, political science, philosophy and religious studies. Programs are:

<b>Program</b>	<b>See page</b>
Minor in History	64
Pre-Law	64

**Interdisciplinary Programs** (see page 66) provides opportunities for students to pursue interdisciplinary areas of study. Programs are:

<b>Program</b>	<b>See page</b>
B.A. in American Studies	66
B.A. in Global Studies	67
B.A. in Liberal Studies	68

**Learning Assistance Center** (see page 69) 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 and math basics; learning strategies workshops; tutorial services; and individual academic counseling. Programs are:

Program	See page
Available LAC services	69

**Life Sciences** (see page 72) prepares students to pursue career options in marine biology, medical technology, medical biology (pre-medicine and pre-pharmacy), biological sciences, environmental studies, and environmental science. Programs are:

Program	See page
B.S. in Aquaculture & Aquarium Sciences	76
B.S. in Environmental Science	75
B.S. in Environmental Studies	75
B.S. in Biological Sciences	77
B.S. in Marine Biology	77
B.S. in Medical Biology	78
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Environmental Studies Minor	81
Animal Studies Minor	81
Biology Minor	81
Environmental Health Minor	81
Marine Biology Minor	81

**Mathematical and Computer Sciences** (see page 82) offers introductory courses in mathematics and computers.

Program	See page
Mathematics Minor	83

**Nursing** (see page 84) prepares students for professional careers in nursing on both an associate degree level and a bachelor of science level. Programs are:

Program	See page
Associate Degree Nursing	87
R.N. to B.S.N (Israel Branch Campus)	89
M.S.N. (With Simmons College)	90

**Occupational Therapy** (see page 93) prepares students for professional careers in occupational therapy.

Program	See page
Master of Science in Occupational Therapy	95

**Performance Management** (see page 98) prepares students to pursue career options in business and the public sector, health services management, and sports and fitness management.

Program	See page
B.S. in Health Services Management	100
B.S. in Sports & Fitness Management	100
B.S. in Athletic Training	101
B.S. in Exercise Science	102
B.S. in Organizational Leadership	103
B.S. in Business Administration (Capstone)	103
International Health Care (Israel Branch Campus)	104

**Physical Therapy** (see page 106) prepares students for professional careers in physical therapy.

Program	See page
Master of Physical Therapy	109

**Social and Behavioral Sciences** (see page 111) prepares students to pursue career options in the fields of counseling, community service, psychology, and gerontology.

Program	See page
B.A. in Psychology & Social Relations	112
B.S. in Psychobiology	113
Minors in Social & Behavioral Sciences	113

## Graduate Programs

The graduate section of this catalog, between pages 179 and 242, 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 195.

**Master of Science - Nurse Anesthesia** prepares students to pursue career or promotional options in the field of medicine. See page 201.

**Master of Science - Physician Assistant** prepares students to pursue career or promotional options in the field of medicine. See page 211.

**Master of Social Work** prepares students to pursue career or promotional options in the field of social work. See page 219.

**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

<b>Program</b>	<b>See Page</b>
Certificate in Advanced Graduate Study	229

**School Leadership Certificate Program** prepares employees in education for promotion to administrative positions. See page 233.

**Certificate Programs** prepare students to pursue career or promotional options in advanced fields. See page 236.

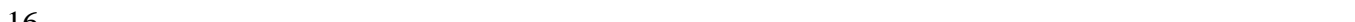
<b>Program</b>	<b>See page</b>
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Gerontology	240

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# UNDERGRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES AND POLICIES

















Enrollment in the 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 baccalaureate program.

Students from the 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 and is open to any major. 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 declared 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 third 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 successful completion of the COM University's Department of Student Fulfillment for CAS/COM requirements and business office obligations.

### Internship at Bigelow Lab for Ocean Sciences

is issued by individual state departments of education, 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 Life Sciences Chair. Approval also must be granted from the Bigelow Laboratory Educational Coordinator. Each intern with the appropriate Bigelow Laboratory scientist. Grades are determined by the student: biology, mathematics, English, languages and sciences. The

### Undergraduate Certificate Programs

The University of New England offers courses needed for secondary

## **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 including teachers, social workers, mental health practitioners, human service workers and physicians 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.

The OCE plans and coordinates a variety of summer and special programs including Elderhostel, 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). Occasionally, a course may be offered to students on an audit basis.

The OCE also provides customized education and training programs to agencies, organizations and corporations. Services may be delivered on campus or on site. During the summer, the campus is an especially attractive venue for a wide variety of groups engaged in noncredit learning and recreational activities, such as Elderhostel and sports camps.

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:

## Graduate Programs

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

## **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.

### **Private Room**

A limited number of private rooms are available on a first come first serve basis at an annual cost of \$7,560. A few rooms in Frederick Hall are not large enough for



### 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.

### Transcripts

A \$3 fee must accompany a request for an official transcript. The Registrar will only release transcripts for students whose accounts are paid in full.

### Summer Session

Courses are open to any student on a direct registration basis. Tuition is \$160 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 first five days of class during the fall and spring semesters. After the first week of classes, 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 25.

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:

<b>Fall &amp; Spring</b>	<b>Credit</b>
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 Administrative 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 delinquent 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 an estimate (memo) 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 15 and is due on January 15.

## Option II: Monthly Payment Plans

The UNE Installment Plan (IP) spreads the full year charges over ten months beginning July 1st. This program is administered on behalf of UNE by Academic Management Services (AMS) and Tuition Management Systems (TMS). These plans are 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. Further, a Life Insurance Benefit is included in the AMS plan but is optional on the TMS plan.

## 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 July 15th.

### **Option III: Loan Plans**

The UNE Deferred Payment Program is a loan program administered for UNE by Tuition Management Systems. This plan allows families to structure payment for education over as little as one year or over longer terms dependent on individual needs or situations.

The responsible party can select the amount they wish to borrow each year, and payments can be accelerated at any time, so they can accommodate both the monthly

### Deadlines

- \* **March 1st** - Free Application for Federal Student Aid (FAFSA) form should be sent to the federal processor for processing.
- \* **May 1st** - All supporting application materials should be received by the Financial Aid Office. Applications received after the May 1st deadline will continue to be processed, and students will be offered aid based on their eligibility and the availability of funds.

### Types of Financial Aid

Students are automatically considered for the following financial aid programs by completing the regular application process. Additional applications are required where noted.

#### Grant Programs

Grants are gift aid that do not require repayment. Grants are available to eligible students enrolled on at least a half-time basis (unless otherwise noted) who have not completed their first undergraduate degree.

**Federal Pell Grant** - Federal grant ranging in value from \$400 - \$3,125 (maximum for 2000/2001). Limited eligibility to those enrolled less than half-time.

**Federal SEOG Grant** - Federal grant ranging in value from \$200 - \$2,500. Eligibility is limited. Preference is given to Pell Grant recipients.

**State Grant** - Amount varies depending on the state which funds the grants. Residents of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Pennsylvania, Rhode Island, Alaska, Delaware, Maryland and the District of Columbia may use their state grants/scholarships at UNE. Full-time enrollment is required for most state grant awards. Check with your state for specific program requirements.

**University Grants/Scholarships** - University funded grants and scholarships with varying amounts depending upon a student's eligibility. Some specific programs are noted below:

#### President's Scholarship

- \* Available to NEW students enrolled in the Health Sciences.
- \* Scholarships are awarded based on the student's academic record. No separate application is required.
- \* Annual awards are \$1,000.
- \* Scholarship notices come from the Admissions Office.
- \* Renewable based on academic performance.

#### Merit Scholarship

- \* Available to NEW students with exceptional academic credentials.
- \* Renewable based on academic performance.
- \* Award amounts vary.
- \* Scholarship notices come from the Admissions Office.
- \* Scholarships are awarded based on the student's academic record; no separate application is required.

#### University Scholars Program

- \* Available to NEW students enrolled in Non-Health Science majors.
- \* Scholarships are awarded based on the student's academic record; no separate application is required.
- \* Award amounts vary and range from \$500 - \$3,000.
- \* Scholarship notices are sent out from the Admissions Office.
- \* Renewable based on academic performance.

#### Alumni Scholarship

- \* Available to returning upperclass students. Minimum GPA required - announced each year. Essay required.
- \* Applications available through the Financial Aid Office from February to April.
- \* Award amounts vary.

#### Dean's Scholarship

- \* A scholarship is awarded to the student holding the highest GPA in the first-, second- or third-year class.
- \* Scholarship amount is \$500.

#### Trustee Distinguished Scholar Award

- \* Awarded to the fourth-year student enrolled in a baccalaureate program who has achieved the highest cumulative GPA through the third year.
- \* Transfer students are required to have taken more than 50% of their course work at UNE (University Campus or Westbrook College Campus).
- \* The award is based solely on academic performance, independent of financial need.
- \* Award is for \$1,000.

### **University Scholarship**

- \* Awarded to students who demonstrate financial need, high academic performance and student leadership abilities.
- \* Scholarships are funded through financial support from local businesses, community and professional leaders.
- \* Award amounts vary.

### **UNE Grant**

- \* Grants are awarded based on students' financial need.
- \* Award amounts vary.

### **Resident Assistant Stipend**

- \* Any student who has lived in the dorm for one year may apply.
- \* Applications available from Residence Life.

### **Employment Programs**

**The Federal Work Study Program:** Federal work study is a federally funded employment program made available to eligible students. This program enables students to work in part-time jobs on campus (or a selected off-campus locations) while enrolled at UNE. Wages start at the current minimum wage rate, and students are paid every two weeks. Students may be employed during the academic year or during the summer. Separate applications are available for summer employment and academic year employment.

The amount of a student's federal work study award represents an earnings “



Recognizing 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.

An equally important part of New Student Orientation for both campuses is our Welcome Back Week. Designed to assist students in their respective adjustment to UNE, informational workshops are presented by current students, administration, staff and faculty, with the goal of answering questions and helping all parties involved settle into the UNE Community.

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. 4212.

## **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, all students who are under the age of 21 are required to live in University housing facilities unless they have reached third- or fourth-year status or are living with immediate or extended family. Third- and fourth-year students may apply to live off campus through the Assistant Dean of Students on the appropriate campus. 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 an appropriate standard of 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 2 halls, Ginn, and McDougall, which are connected buildings. On the University Campus there are five residence halls, Assisi, Siena, Padua, Avila - historically an all women's hall, and Frederick (Freddy), which is a chemical-free Wellness Hall. 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.

## **Counseling Center**

The Counseling Center at the University provides a variety of services which address the psychological and emotional health of the graduate and undergraduate student population. The staff consists of professionals trained in counseling and psychology. Individual and group counseling are available to all students. In keeping with UNE's focus on health promotion and maintenance, services such as workshops, special issues groups, book.







organizations, as well as cultural and social functions are funded through student government budgets, student priorities are clearly represented in the scope of activities offered. The Undergraduate Student Government (USG) on the University Campus, and the Student Government Association (SGA) on the Westbrook College Campus offer excellent opportunity for students to develop skills and confidence which are important elements in the educational experience.

## **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.

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

## **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 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.

## **Finley Center - Westbrook College Campus**

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and 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, whiffle ball and roller hockey. The gymnasium also hosts community events, including local high school and AAU basketball games, craft fairs, art fairs, AIDS quilt display, and community recreational sporting events.

The 1,500 square foot fitness center is found on the second floor of the facility overlooking the gymnasium.

The fitness center is equipped with 1,800 pounds of dumbbells and 1,300 pounds of free weights. In addition, the fitness center also has a multi-station universal, treadmill, stair climbers, hip sled, various stationary cycles, rowing machines, stretching mats, and Cybex strength training equipment. 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: aerobics, self-defense, Tai-chi, yoga, Irish Dance classes; CPR and First Aid. Classes are offered during the academic year.

All activities and classes are open to all men and women, regardless of 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 operations desk at 207-797-7688 ext. 4349.

## **University of New England Libraries**

The combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition, videos, compact discs, and audio cassettes are available. Web-interface databases are accessible from the UNE Libraries Homepage.

All students, faculty and staff have access to library services on both campuses including:

- online public access catalog
- print and computerized bibliographic databases
- World Wide Web Access
- reference and research assistance
- individual and course-related library research instruction
- online literature searches
- circulation, interlibrary loan and reserve reading privileges
- photocopiers and microfilm reader/printers
- group and individual study space.

Students, faculty, and staff with a valid UNE ID card may borrow materials at either library. Through membership in cooperative library networks, the UNE Libraries



# Student Records and Transcripts

## Student Records

Academic records and other related records are kept in the Registrar's Office at the University Campus and at the Student Administrative Services Center at the Westbrook College Campus. Under the terms of the Buckley/Pell amendment to the Family Educational Rights and Privacy Act (FERPA), parents (of dependent students) and 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, Department of Health, Education, and Welfare 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. The amendments also provide that a financial statement submitted by a parent need not be shown to the student. If a student is a dependent, information may be disclosed to his/her parents without that student's consent even if he/she is an eligible (18 years of age) student. Release of records is allowed only upon written parental or eligible student approval.

## 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

## **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

# 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:





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.

## 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 "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, MAT 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

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 Administrative Services Center (WCC), or the Office of the Registrar

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

**Note:** A minimum cumulative grade point average of 2.00 is required for graduation.

**Note:** 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 on seven semesters of academic work. The official record (degree award posted on the transcript) will reflect the full eight (and final) semesters of a student's academic record. Some changes may occur between these two dates. Undergraduate degrees will be conferred:

**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 SAS 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

## **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 Learning Assistance programs.

# UNDERGRADUATE PROGRAM DESCRIPTIONS



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## Core Curriculum

growth. In *Roots* courses they analyze human experience within the traditions of the humanities. In this team-taught series, 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 tauw thequires itsa(and0c- the rise and fall of379.2 TDdisciplinary

ties 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
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<b>First Year Theme</b>	
<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>Learning Community Seminar</i>	
LSC 100 - Intro to Learning Community*	1
<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>Roots or World/Western Civilization</i>	
LIL 201 - Roots of Contemporary Wld I (UC)	3
LIL 202 - Roots of Contemporary Wld II (UC)	3

### Third Year Theme

<i>Advanced Humanities</i>	
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**Department of Chemistry and Physics**  
*College of Arts & Sciences*

Mullin, Jerome (Chair)

Associate Professor

Ph.D., University of New Hampshire-Analytical Chemistry; B.S., LeMoyne College-Chemistry.

Callahan, Dan (Laboratory Coordinator)

Lecturer

other fields which rely on chemistry as a fundamental

# Department of Creative and Fine Arts

## *College of Arts and Sciences*

The objectives of the Department of Creative and Fine Arts are to provide students with introductory and experiential courses in the arts that will broaden their liberal arts and cultural experiences.

### Curriculum List-

#### Department of Creative and Fine Arts

Following is a list of courses offered by the Department of Fine and Creative Arts, by subject area:

Subject Area	Credit
<b>Fine Arts</b>	
FAR 100 - Ele of Visual & Creative Arts: Drawing	3
FAR 102 - Ele of Visual & Creative Arts: Photography	3
FAR 104 - Ele of Visual & Creative Arts: Painting	3
FAR 106 - Ele of Visual & Creative Arts: Design	3
FAR 110 - Applied Creative Arts: Pottery & Ceramics	3
FAR 125 - Introduction to American Architecture	3
FAR 160 - Theater Production	3
FAR 342 - French Impressionism	3
<b>Music</b>	
MUS 101 - Intro to Music	3
MUS 111 - Elementary Piano I	3
MUS 112 - Elementary Piano II	3
MUS 201, 202, 203 - Applied Piano I, II, III	3
MUS 211 - Music in the United States	3
MUS 212 - The Social History of the Piano	3



## Associate in Science

Program/Course	Credits
<b>Core Requirements</b>	<b>39</b>
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	47
DEN 101 - Dental Anat, Oral Histol, and Embryol	3
DEN 102 - Head and Neck Anatomy	3
DEN 205 - General and Oral Pathology	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	4
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

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## 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.

Bachelor, Dorathy Director of Clinical and Field Experiences and Clinical Instructor  
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 Instructor of Education and Coordinator, Project SEED  
M.Ed., Notre Dame College (Manchester, NH) - Curriculum and Instruction; M.Ed. (Cand.) 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.

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.

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

The mission of the Department of Education is to advance the quality of life through developing reflective and resourceful teachers 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 children 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; and (4) a School Leadership Certification Program (SLP)--a post-master's degree program for teachers who desire to pursue roles as school administrators, and (5) a Certificate of Advanced Graduate Study (CAGS) Degree Program in Educational Leadership. For further details on these 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.

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 primary grade 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 student developing a sound pedagogical and content knowledge base and 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.





Candidates for a secondary teacher certification are required to meet the core requirements of the College of Arts and Sciences and the requirements for a major in an academic department on campus. A candidate for certification will also be required to complete a core of professional education courses under the supervision of a faculty member from the Department of Education. There may also be additional content courses required because of certification rules in existence at the time an individual elects to seek certification.

\*\*Students wishing to seek certification in mathematics education may need to take some math courses at another institution, as the university does not offer all math content courses required for state certification. UNE students are eligible to take courses nearby under the Greater Portland Alliance of Colleges and Universities.

### **Professional Education Curriculum Requirements for the Secondary Certification Option for Undergraduates**

PSY 270 - Socio-cultural Context of Human Dev II -or-  
EDU 330 - Ed Psych & Devel Appropriate Practices -or-  
PSY 200 - Lifespan Development  
EDU 133 - American Education  
EDU 200 - Designs for Effective Learning  
EDU 220 - Exceptionality in the Classroom  
EDU 345 - Technology in the Classroom  
EDU 430 - Educational Assessment & Evaluation

*The appropriate one of the following:*

EDU 441 - Art Education Methods\*  
EDU 435 - Foreign Language Methods\*  
EDU 436 - Methods Tchng Secondary Ed: English\*  
EDU 437 - Methods Tchng Secondary Ed: Science\*  
EDU 438 - Methods Tchng Sec Ed: Social Studies\*  
EDU 439 - Methods Tchng Secondary Ed: Mathematics\*  
EDU 492 - Secondary Internship and Seminar

**Note:** courses in which an asterisk (\*) follows the title indicates an experiential component. (See section on Experiential Learning and Observation Requirement.)

### **Post Baccalaureate Teacher Certification Program**

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 held in the late afternoon or evening and lend themselves to 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.

### **Eligibility Requirements for Admission to the 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.
3. All course work must be completed prior to the internship.
4. No professional courses may be taken Pass/Fail.

All elementary and secondary content area methods courses require three hours per week in a public school classroom. The course, Designs for Effective Learning, requires observation time in the public schools.

## The Internship

### (or Student Teaching)

The internship is a fifteen week full time effort that includes a weekly afternoon seminar at UNE. The internship is 15 credits. It is recommended that students not undertake significant additional responsibilities during this time period. Additionally, extensive paperwork and registration procedures are 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.

## Eligibility for Admission to the Internship Semester

1. Unconditional admission status in the 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) must be earned. All courses must be successfully completed prior to being admitted to the internship and no courses may be taken during the internship semester.

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 - Exceptionality in the Classroom	3E
E	

## **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 are automatically recommended for Maine certification for grades kindergarten through eight and are eligible for certification in 34 states through the Interstate Certification Compact. Post-baccalaureate students are eligible for the appropriate elementary or secondary certification.

### **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.

### **Practicum and Clinical Experiences**

The UNE program provides opportunities for extensive field experience in school settings which promote the translation of theory into 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.

### **Admission to Advanced Standing**

Upon successful application to the University, undergraduate students are admitted as a major in Elementary Education. When a student is approaching the completion of 60 credit hours, student progress is reviewed for admission to advanced standing by a teacher education committee. Advanced standing is earned by achieving minimums of a 2.75 cumulative grade point average in professional education courses and 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 National Teacher Exam (Praxis II) or its successor exam (as determined by the Maine Department of Education) and pass with state of Maine minimum scores. It is recommended that students take this exam at the end of the Freshman year or during the Sophomore year.

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 both the communications and general knowledge sections of the National Teacher Exam (Praxis II) - or its successor exam - must attain passing scores before moving ahead with education courses.



where a spouse or relative of an intern is currently employed, or (4) where the intern has been employed.

In order to complete the internship successfully, the intern will need to show evidence of having taken the NTE exam, most generally during the internship semester.

A student not admitted to the internship, 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.

### **End-of-Program Celebration**

Individuals who have completed all course work in the undergraduate or post-baccalaureate Teacher Certification Program and who have completed a super-

## **Department of English**

### *College of Arts & Sciences*

Majid, Anouar (Chair)

Ph.D., Syracuse University-English; M.A., City University of New York-English; B.A., University of Fez, Morocco-English.

Associate Professor

Halpert, Stephen K.

M.A., Harvard University-Teaching; B.A., Brown University-American and British Literature.

Associate Professor

## Curriculum List

### Department of English

Following is a list of courses offered through the Department of English, by subject area:

Subject Area	Credit
<b>English</b>	
ENG 110 - English Composition	4
<b>French</b>	
FRE 100 - Exploration: Living French I	3
FRE 101 - Living French	3
FRE 200 - Topics in French Literature	3



## **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.

DeWolfe, Elizabeth Assistant 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.

Morrison, Ronald P. Professor  
Ph.D., M.A., Emory University; B.A., University of Maine-Philosophy.

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

Walter, Mariko Assistant Professor  
Ph.D., M.A., Harvard University- Inner Asian and Altaic Studies; B.A., Portsmouth Polytechnic (U.K.)-Psychology.

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

## 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
<b>History</b>	
HIS 100C - Exploration: History of Mexico	3
HIS 160 - Exploration: History of the Vietnam War	3
HIS 165 - Theodore Roosevelt & Dawn Amer Centry	3
HIS 170 - Exploration: A Novel Approach to History	3
HIS 180 - Exploration: "What is an American?"	3
HIS 201 - United States History I	3
HIS 202 - United States History II	3
HIS 220 - Exploration: History of Modern Europe	3
HIS 250 - Exploration: Legacy of Mesoamerica	3
HIS 350 - America in the Pacific	3
HIS 360 - The United States in Latin America	3
HIS 380 - Slavery & Race Relations in US & Brazil	3
HIS 390 - American Identity & World Order	3
HIS 400 - Topics in History	3
HIS 404 - Directed Readings in American History	3
<b>Liberal Learning</b>	
LIL 130 - Expl: Past Imperf: Cultural Hist Hollywood	3
LIL 201 - Roots of the Contemporary World I	3
LIL 202 - Roots of the Contemporary World II	3

### Philosophy

PHI 100A - Exploration: Exploring Philosophical Prob	3
PHI 100C - Exploration: Mind, Body & Death	3
PHI 110 - Philosophy of Personal Relations	3
PHI 160 - Critical Thinking	3
PHI 220 - Thkg Crit Sci, Pseudo Sci, & New Age Ideas	3
PHI 300 - Ethics & Careers	3
PHI 301 - Ethics	3
PHI 310 - Thinking Critically About Moral Problems	3
PHI 325 - Topics in Philosophy	3

### Political Science

PSC 100A - Exploration: Concept of Revolution	3
PSC 110 - Exploration: The Politics of Culture	3
PSC 120C - Exploration: Expl Poltical Ideas & Issues	3
PSC 200 - Exploration: American Government	3
PSC 280 - American Constitutional Law	3
PSC 300 - Pol & Lit, Egypt Through 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

### Religious Studies

REL 100 - Exploration: Religious Meaning	3
REL 200 - Exploration: World Religions	3
REL 250 - Exploration: The Bible	3

## **Interdisciplinary Majors**

## Curriculum List -

Following is a list of courses offered for the American Studies Major:

Subject Area	Credit
<b>American Studies</b>	
AMS 105 - Intro to American Studies	3
AMS 180/HIS 180 - "What is an American?"	3
AMS 200 - Native Americans & American Experience	3
AMS 303 - American Popular Culture	3
AMS 308 - Women and the American Experience	3
AMS 309 - American Material Culture	3
AMS 315 - Topics in American Studies	3
AMS 390/HIS 390 - American Identity & World Order	3
AMS 400 - Fourth-Year (Senior) Seminar	3
AMS 470, 480 - Internship I, II	3 ea

## II. Global Studies

Ahmida, Ali (Global Studies Coordinator)  
 Ph.D., M.A., University of Washington-Political Science.

Associate Professor

The Global Studies major is a carefully designed program which aims at helping students understand and analyze the issues affecting world cultures through an integrated curriculum that includes history, languages, literature, art, political theory, comparative courses, internships and travel abroad. Students will travel to three different regions of the world, including a semester-long program in Mexico. By acquiring some proficiency in at least one language and immersing themselves in one culture for a semester in their junior year, students will be better prepared for careers in the fields of government, education, business, tourism, consulting and many others. Global Studies students will be expected to develop a basic knowledge of world cultures and civilizations, develop proficiency in communications and cross communication skills, put their acquired knowledge into practical use through internships, and develop the ability to analyze global issues comparatively.

### Program/Area Credits

<b>Core Courses</b>	<b>43-44 credits</b>
<b>Major Courses</b>	<b>53 credits</b>

The College plans to conduct a number of overseas mini-terms during the next several years for Global Studies majors. Current plans are to conduct mini-terms in

Morocco, Ireland, and Brazil. However, the location of the mini-terms may change. All Global Studies majors will spend a semester in Mexico.

### General

PSC 120C - Introduction to Political Science	3
ECO 203 - Principles of Macroeconomics	3
GLS 410, 411 - Topics in American Culture I & II	6
GLS 450, 451 Sr. Sem: Int'l Compar Studies	3

### Focus Morocco

LIT 358 - Moroccan Literature and Culture	3
PSC 310 - Government & Politics in North Africa	3
GLS 306 - Exploring Morocco	3

### Focus Ireland

LIT 357 - Irish Culture and Fiction	3
HIS 220 - Exploration: History of Modern Europe	3
GLS 308 - Exploring Ireland	3

### Focus Brazil

LIT 305 - African Influences on Latin American Lit	3
HIS 380 - Slavery & Race Relations in US & Brazil	3
GLS 302 - Exploring Brazil	3

**Focus France**

## Learning Assistance Center

### College of Arts & Sciences

Marie Coviello Tutor Coordinator, Learning Assistance Center  
B.S.-Japanese Studies-Georgetown University; M.A.-Adult Education & Training-Seattle University

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

DeFazio, Mark Writing Specialist/Lecturer  
M.Ed., University of Southern Maine - Literacy Education; B.A., University of Southern Maine - English.

Ehringhaus, Carolyn Reading Specialist Assistant Professor  
Ph.D., Syracuse University - Adult Education; Ed.M., Harvard University - Human Development; B.A., McGill University - Psychology.

Gosbee, Suzanne Assistant Professor  
M.A., University of Maine - Mathematics; B.S., Southeastern Massachusetts University - Mathematics.

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

Moskovitz, Cary Assistant Professor  
Ph.D., M.S., B.S., North Carolina State University - Aerospace Engineering; M. Arch., Virginia Polytechnic Institute.

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

Sanders, Ronda Learning Specialist/Assistant Professor  
M.Ed., University of Southern Maine - Exceptionality; B.A., University of Maine - French, English.

### Learning Assistance Center

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 LAC offers the following services:

- 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 in learning strategies;
- Classroom learning strategies presentations;
- Placement testing;
- Help preparing for licensing exams;
- Courses in developmental writing & mathematics
- Professional tutoring in writing;
- Outreach services in writing support;
- Courses for students who speak English as a second language (ESL);
- Professional tutoring in English for ESL students;
- Academic counseling.

## 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 consultation with Learning Specialists is 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. Schedules and sign-up sheets are located in the Center.

## 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 provide workshops, on request, to groups of students who are preparing for national board examinations (e.g., PT, PA, DH, and Nursing).

## 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 *Writing Tutorial* and an appropriate developmental mathematics course respectively. The LAC also administers Learning Style Inventories as needed. Students may make individual appointments with a Learning Specialist to discuss their results and receive suggestions for using appropriate learning strategies.

## Writing Tutorial

LAC Writing Specialists offer a developmental writing course for students who do not place into *English Composition* (refer to "Undergraduate Programs Course Descriptions," at the back of this catalog, for details).

## Writing Support

**In-Center:** Students can bring writing assignments from their courses to LAC writing instructors and tutors for assistance with creating outlines and drafts as well as revising and editing papers.

**Outreach:** Upon the request of individual faculty members from other departments and/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.

## 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 consider and use English as their second language. These individuals come from various cultural and academic backgrounds to pursue a number of educational goals. Students can contact the Office (ext. 2442) for more information about the following services.

**Advising:** The OESL serves as an unofficial source of advising. Faculty in the Office cannot officially approve or sign any course registration forms. However, the OESL possesses a great deal of information concerning the course descriptions and graduation requirements of many programs and majors. Students often seek academic advice from the OESL throughout the

coordinator and to their professor. Although course instructors make final decisions concerning requests, OESL faculty provide information and advice, on a case-by-case basis, to help determine appropriate accommodations. The OESL provides proctoring services to supervise students who are allowed testing accommodations.

Tutoring: ESL students can obtain both peer and professional tutors for most undergraduate courses. Whenever possible, a tutor from the LAC will be assigned who is familiar with the native language of the student. Assistance is also provided in comprehending assigned reading, completing written projects, and improving verbal presentation. In addition, academic support services offered through the LAC are available to ESL students.

### **Academic Assistance on the Westbrook College Campus**

The Learning Assistance program, located in the Proctor Center, offers a comprehensive tutoring program for the content areas, with emphasis on the sciences, mathematics, and the health professional curriculum. Peer tutoring is provided in reading strategies, study strategies, and writing. In addition, computer-based tutorials are available to help students prepare for the Nursing Board Examination. Learning Specialists sponsor a variety of study strategies workshops, including Understanding Your Learning Styles, Time Management, Reading Textbooks, Active Listening, Note Taking, and Preparing for and Taking Exams. In addition, individual consultation with Learning Specialists is available to 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.



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## Department of Life Sciences

### *College of Arts & Sciences*

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

Brown, Anne Christine Associate Professor  
Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.

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

Daly, Frank J. Assistant Professor  
Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.

Danley, J. Mark Visiting Instructor  
M.S., West Virginia University-Biology; B.S., The Pennsylvania State University-Biology.

Eakin, Richard Professor  
Ph.D., University of Maine, Orono-Zoology; M.S., University of Maine, Orono-Zoology; B.S., Westminster College.

Einsiedler, Linda Assistant Professor  
M.S., Boston University; B.S., University of New Hampshire.

Emery, Ivette Freixas Assistant Professor  
Ph.D., University of Pennsylvania-Molecular Biology; B.S., Syracuse University-Biology.

Fisher-Dark, Christina Associate Professor  
Ph.D., Harvard Medical School-Pharmacology; B.S., St. Bartholomew's Hospital Medical College, University of London-Physiology.

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.

Johnson, Mark Assistant Professor  
Ph.D., University of Pennsylvania-Molecular Biology; B.S., Syracuse University-Biology.

Ph.D., University of Alabama-Biology; B.S., University of Alabama-Biology.



## Learning Communities

### Life Sciences Majors - All First-Year Students

All entering first-year students majoring in the Department of Life Sciences participate in a two-semester-long “learning community” focused on the fundamental themes of biology and environmental science: change, constancy, and interdependence. The learning community reflects an interdisciplinary approach to education and awards 8 credits for biology, 3 credits for literature (or other humanities), 3 credits for environmental studies and 1 credit for an integrating seminar experience for a total of 15 credits over two semesters. 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. The learning community fulfills requirements for Biology I & II (BIO 100/101), Introduction to Environmental Issues (ENV 100), Integrated Humanities Exploration, e.g., Literature, Nature and Biology (LIT 121), and Introduction to the Learning Community (LSC 100). Offered yearly.

### Learning Community in Sustainability - All Second-Year Environmental Majors

This ten-credit, year-long, team-taught learning community for Environmental Majors integrates the themes of Population, Conservation and Pollution as they apply to local, regional and global environmental issues. The course emphasizes a problem-solving, critical thinking approach to the study of these issues and has two major goals:

1. to develop a base of knowledge using the natural science disciplines with support from humanities, politics, social sciences and economics in order to better understand environmental issues; and
2. to improve skills that are important in the academic and professional worlds of problem solving. Emphasis will be placed on field and library research; use of computers and internet searching; reading, writing, speaking and listening skills; and presentation skills including use of media technology.

## Honors Program

The Department of Life Sciences’ (DLS) honors program gives qualified students an opportunity to do independent study and research with distinction in their major fields. "High school applicants to DLS will be eligible based on SAT scores and standardized UNE test scores. UNE students who are maintaining a GPA of 3.5 or better in one of the DLS majors can be admitted into the program. Honors students who maintain a GPA of 3.5 or better in their major and who successfully complete yearly integrative seminars (LSC 400) and a research program (LSC 475) culminating in a written dissertation and an oral presentation of the work will be awarded a Bachelor's degree "with Honors". Further details will be presented to the student upon admission to the program."

### Required Courses

LSC 400-Honors Seminar	3 Credits
LSC 275-Honors Research I	1 Semester
LSC 475-Honors Research II	3 Semesters

## Environmental Learning Community for First-Year non-DLS Students

All first year non-DLS 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. Interdisciplinarity, 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

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Environmental Education. Furthermore, it is possible to add a defined minor in the following areas: Biology, Chemistry, Animal Studies, Environmental Health, and in Marine Biology.

### 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 above core of Environmental courses as well as additional courses which are selected in consultation with an advisor and which help to prepare them for an internship of at least nine credits with an institution or company that will provide training in practical methods and tools in solving environmental health problems. Required courses include ENV 235-Environmental Health (3 cr.), ENV 320-Epidemiology (3 cr.), ENV 350-Water Quality (3 cr.), and ENV 395-Environmental Health Internship (9 cr.).

### 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 chose 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
<b>University Core Requirements</b>	<b>29</b>
<i>(Other than those listed specifically below)</i>	
<b>Required Program Courses</b>	<b>31</b>
<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
<b>Total</b>	<b>40T</b>
Physiology Topic Area	4
Ecology Topic Area	4
LSC 100-Introduction to Learning Community	1
LSC 495-Internship	6
<i>Literature</i>	
LIT 121-Exploration; Literature, Nature & Biology	3
<i>Environmental</i>	
ENV 100-Intro to Environmental Issues	3
<b>Total</b>	<b>21Required Sci</b>
CHE 110-Chemistry I	4
CHE 111-Chemistry II	4
MAT 200 or 220-Statistics or Statistics for Life Sciences	3
MCS 100-Introduction to Computers	3
<b>Total</b>	<b>14R</b>
MS 508-Mgmt & Business Principles	3
MS 509-Mgmt & Business Applications	3
<b>Total</b>	<b>6R</b>
EDU 200-Designs for Effective Learning	3
Elective Credits (to meet graduation requirements of 120 credits)	
<b>Total</b>	<b>120</b>

### 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.



and osteopathic medicine, dentistry, physician assistant, veterinary medicine, and other allied health fields, such as physical therapy and occupational therapy.

Qualified students wishing to apply to the University of New England College of Osteopathic Medicine (COM), may elect to enroll in the Medical Biology 3-4 Track. This

BIO 260 - Immunology	4
BIO 308 - Pathogenic Microbiology	4
<i>Environmental</i>	
ENV 100 - Introduction to Environmental Issues	3
<i>Literature</i>	
LIT 121 - Exploration: Literature, Nature & Biology	3
<i>Learning Community</i>	
LSC 100 - Intro to Learning Community	1

**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 - Biochemistry	4
CHE 307 - Analyt Chem (Quantitative Analysis)	4
CHE 309 - Intro to Instrumental Analysis	4
<i>Mathematics</i>	
MAT 180 - Precalculus	3
MAT 200 - Statistics -or-	3
MAT 220 - Statistics for Life Sciences	

**Fourth Year Options 26-32**

1. Med Technology Hospital Clinical Year* -or-	32
2. Laboratory Science - UNE	
Science Electives	12
Computer Science	3
General Electives	11

\*Medical Technology students anticipating spending their fourth year in a clinical internship will need to maintain a 3.00 overall GPA and a minimum of 2.75 GPA in all science courses.

**Highly Recommended Science and Elective Courses**

Program/Course area	Credit
BIO 200 - Genetics	4
BIO 203 - Histology	4
BIO 204 - Parasitology	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4
LIL 205 - Transcultural Health Care	3
ACC 100 - Accounting for Non-Management Majors	3
ACC 201 - Financial Accounting	3
HSM 201 - Health Services Delivery Systems	3
HSM 202 - Economics of Health Care	3
HSM 301 - Mgt of Health Services Organizations	3
HSM 310 - Financial Mgt Health Services Organizations	3
HSM 410 - Health Services Planning	3
HSM 420 - Info Systems in Health Services Orgs	3
FAR 100 - Visual and Creative Arts: Drawing	3
FAR 142 - French Impressionism	3
FAR 110 - Applied Creative Arts: Pottery and Ceramics	3
FAR 160 - Creative Arts: Theater Production	3

FAR 104 - Creative Arts: Painting	3
FRE 100 - Exploration: Living French	3
FRE 200 - Topics in French Literature	3
SPA 101 - Exploration: Basic Spanish	3

**Pre-Medical, Pre-Veterinary and Pre-Dental Students**



complete an undergraduate degree and Doctor of Osteopathy degree in seven years. The program is for students admitted to CAS and is open to any major. Recommended policy and procedures for this program follow:

## Physician Assistant 3-2 Curriculum

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>43-44</b>
<b>Required Program Courses</b>	<b>32</b>
<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	4
<i>Environmental</i>	
ENV 100 - Intro to Environmental Issues	3
<i>Learning Community</i>	
LSC 100 - Intro to Learning Community	1
<b>Required Science &amp; Mathematics Courses</b>	<b>32</b>
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 310 - Biochemistry	4
<i>Mathematics</i>	
MAT 180 - Precalculus	3
MAT 200 - Statistics	3
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
<b>First-Year PA Courses (graduate level)</b>	<b>54</b>
<i>(see listing in program area of graduate section of this catalog) Students in the 3-2 Pre-Physician Assistant track who are not accepted into the Master of Science-Physician Assistant program must complete all undergraduate requirements in order to complete the bachelor's degree.</i>	
<b>Minimum Credits for B.S. Degree</b>	<b>149</b>

## Life Sciences Minors

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

### Animal Studies Minor

Many students may complete a minor in Animal Studies by completing the following courses: BIO 100 and 101 OR 104 (4-8 cr.), 2 classes from: Comparative

Animal Physiology, Animal Behavior/Behavioral Ecology, Ecology (8 cr.), 2 classes from Organismal topics (excluding Phycology) (8 cr.) for a total 20-24 credits.

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 Life 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 consists of six one-semester courses in biology. Courses in other departments may be substituted with departmental approval. Students wishing to obtain the Biology minor must have faculty advisor and Department of Life Sciences approval. Required declaration forms are available in the Registrar's office.

### Environmental Health Minor

This minor is associated with the Environmental Science Major. See requirements under that heading.

### Environmental Studies Minor

Any student may achieve a minor in Environmental Studies by accumulating a minimum of 19 credit hours in the following courses:

ENV 100 - Introduction to Environmental Issues	3
ENV 201, 202+Labs - Learning Community in Sustainability	10
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or-	3
ENV 375 - Environmental Impacts	4

### Marine Biology Minor

Many students may complete a minor in Marine Biology by completing the following courses: BIO 100 and 101 OR BIO 104 (4-8 cr.), Marine Biology (4 cr.), Ecology topic\* (4 cr.), Organismal topic\*\* (2 classes - 8 cr.) for a total of 20-24 credits. \*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 Mathematical and Computer 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.

Gosbee, Suzanne Assistant Professor  
M.A., University of Maine - Mathematics; B.S., Southeastern Massachusetts University - Mathematics.

Moskovitz, Cary Assistant Professor  
Ph.D., M.S., B.S., North Carolina State University - Aerospace Engineering; M. Arch., Virginia Polytechnic Institute.

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.

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

Woodman, Laurie Assistant Professor  
Ph.D., M.S., University of New Hampshire-Mathematics; A.B., Mount Holyoke College-Mathematics and Music.

### **Mathematics and Computer Sciences**

The Department of Mathematical and Computer Sciences offers introductory courses in mathematics and computer applications. These courses provide students with the quantitative and logical foundations to apply mathematical and technological skills and concepts in their major and other life situations. The mathematics and computer offerings prepare students more fully to understand the role of quantitative and technological literacy in society and to integrate these perspectives into their careers. Courses in mathematics develop the student's ability to represent data in numerical, symbolic and graphical form, to derive and apply mathematical models, to solve problems, and to make valid decisions. Throughout the mathematics curriculum, effective communication is promoted, quantitative reasoning is stimulated, and problem solving skills are enhanced. Courses in computers help students to understand and use Information Technology to become more productive in their careers and in their personal lives.

### **Placement Testing**

During Orientation, all new undergraduate and transfer students are tested for competence in mathematics. On the basis of the placement test score, as well as SAT scores and high school transcripts, each student receives a mathematics placement level as follows:

- L1 Placement into Basic Mathematics and Algebra (MAT 020).
- L2 Placement into Introductory Algebra and Problem Solving (MAT 021).
- L3 Placement into Advanced Algebra and Problem Solving (MAT 022), Quantitative Reasoning (MAT 120), Statistics (MAT 200).
- L4 Placement into Mathematics for Elementary School Teachers (MAT 110), Finite Mathematics (MAT 150), Precalculus (MAT 180), Statistics for the Life Sciences (MAT 220), Statistics and Research Methods for Physical Therapists (MAT 230) and courses listed at L3.
- L5 Placement into Calculus I (MAT 210) and course listed at L3 and L4.

Students may be placed in MAT 020, 021, or 022. These courses are designed to ensure consistent, confident, college-level performance and serve as prerequisites to PreCalculus, Finite Mathematics, Statistics, Quantitative Reasoning, and Mathematics for Elementary Teachers. MAT 020, 021, and 022 do not fulfill Core Curriculum requirements, nor do they earn credit towards graduation. They do carry credit towards meeting full-time status, and grades for these courses are computed into the semester grade point average. It should be noted that MAT 020, Basic Mathematics and Algebra, is offered on a Pass/No Pass basis only.

### **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 from other departments may, with the permission of the Department of Mathematical and Computer Sciences, minor in Mathematics. Students must complete 18 credits of course work in Mathematics, including at least two semesters of Calculus. Students must earn grades of “C-” or higher and maintain a 2.75 cumulative grade point average in all courses applying to the minor. Courses that apply to the minor may not be taken on a pass/fail basis.

## Department of Nursing

### *College of Health Professions*

Dyer, Jean M.S.N., Salem State College; B.S.N., Adelphi University.	Chair, Assistant Professor
Byrne Vincent, Noreen M.S., University Southern Maine; B.S.N., Hunter College.	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
Gorman, Enid M.S.N., University of Southern Maine; B.S.N., Texas Women's University.	Assistant Professor
Haas, Barbara Ph.D., Union Institute; M.A., B.S.N., New York University.	Associate Professor
Larrabee, Joyce M.A., Ohio State; B.S.N., Ohio State; R.N., Hartford Hospital.	Assistant Professor
Magarian, Valerie M.S., University of Maine.	Instructor
D 26h.D., Union Insof Maine.	



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, 350 Hudson Street, New York, NY 10014. 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 founda-

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## Transportation

Nursing students are responsible for their own transportation to clinical facilities throughout the program.

## Associate Degree in Applied Science (ADN)

### Program 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 & II.
5. A minimum of 2 years of science including chemistry and biology with lab.
6. Computer competency (school transcript). Students without demonstrated computer competency will be required to take a course prior to the second year.
7. SAT scores (see UNE Admissions policy).
8. Overall High school and Math/Science GPA of 2.5 or better.
9. Interview with Nursing Department for advisement.

### 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:

- a grade of "C" or better was earned;
- the content is parallel to UNE/ADN courses;
- transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content;
- students transferring nursing credits or reentering after a hiatus will be required to audit the semester prior to entry into the nursing program or complete NSG 099;
- 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 F7 1 Tfw

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## Health

All ADN 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 69 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	32 credits
Nursing	37 credits

A minimum of one academic year of Nursing from UNE is required.

## ADN Program Curriculum

### ADN Program Course Sequence

#### Fall Year I

ENG 110 - English Composition	4
BIO 208 - Anatomy and Physiology	4
PSY 220- Sociocultural Context of Human Dev I	3
NSG 100- Fundamentals of Nursing	6
MCS 105 - Computer Literacy*	1

**Credits = 17**

#### Spring Year I

PSY 270- Sociocultural Context of Human Dev II	3
BIO 209 - Anatomy and Physiology	4
NSG 101 - Nursing I	9

**Credits = 16**

#### Fall Year II

PSY 105- Intro to Psychology	3
BIO 226 - Microbiology	4
NSG 201 - Nursing III	10

**Credits = 17**

#### Spring Year II

NSG 211- Ethical Dimensions Professional Nursing	3
2 Electives (one of which is humanities)	6
NSG 203A - Nursing IV-Maternal/Infant Nursing	3
NSG 203B - Nursing IV - Psychiatric Nursing	3
NSG 203C - Nursing IV - Pediatric Nursing	3

**Credits = 18**

\*Demonstration of computer competency prior to graduation is a requirement by the department.

The student must present documentation of competency in order to be excused from MCS 105.

## Bachelor of Science in Nursing and (RN-BSN) Completion Program

### Program Outcomes

1. Apply a variety of critical thinking skills and problem-solving techniques to make clinical judgments in the management of individuals, families, and group responses to health problems.
2. Demonstrate knowledge of conceptual issues related to cultural diversity in the provision of holistic nursing care.
3. Provide professional nursing care, which includes health promotion and maintenance, illness care and rehabilitation through skillful and humanistic application of research, theory and technology.
4. Create a caring environment which supports the worth and dignity of all people.
5. Synthesize knowledge from the humanities, arts, and natural and behavioral sciences in the process of integrating theory into professional practice.
6. Assume the multifaceted role of the professional registered nurse when providing care in a variety of community and health care settings.

7. Collaborate with other health care providers and the public to promote standards of care for meeting emerging health needs in a changing society.
8. Demonstrate accountability through on-going self-assessment, adherence to professional standards of practice and ethical decision-making.
9. Critically examine the value of an increased political awareness, participation in professional and community activities, and in life-long learning.
10. Critique and apply knowledge of the scholarly nursing research process as a consumer and participant.
11. Apply the concepts of leadership/management to enhance provision and coordination of professional nursing care.

### **Admission Requirements**

1. Meet all the general admission requirements of UNE.
2. Graduation from an NLN accredited associate degree or diploma program.
3. Licensure as a registered nurse.
4. Minimum GPA of 2.500.
5. Interview with Nursing Department for advisement.

Upon acceptance into the BSN Completion Program, copies of the following must be submitted to the Nursing Department:

1. Current CPR certification (CPR for Health Profession-

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## **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 or 4272.

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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.

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.

## 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, 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 5<sup>th</sup> 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 in that it emphasizes the health of the individual in terms of his/her productive participation in society. In keeping 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

<b>Program/Degree Area</b>	<b>Credits</b>
<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 100 - Intro to Environmental Issues	4
<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 201 - Roots of the Contemporary World I	3
LIL 202 - Roots of the Contemporary World II	3
<i>Social &amp; Behavioral Sciences</i>	



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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).

## **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.
5. The faculty reserve the right to deny enrollment in the

*Note: Some information in this section represents Catalog Addendum Information with an effective date of October 11, 2000:*

# **Department of Performance Management**

## ***College of Arts & Sciences***

Miree, Lucia F. (Chair)

Associate 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

## Program Goals

The programs in the Department of Performance Management are designed to prepare graduates for progressively responsible positions in a variety of organizational settings dealing specifically with organizational, team and human performance. 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 team and organizational environments in a variety of settings including business, health care, and sports and fitness organizations.

## Curriculum Goals

The Department of Performance Management, in its commitment to the University Arts and Sciences core curriculum and its values, has designed departmental degree core curricula, required of all students in the department, to respond directly to the University core. In doing this, the departmental core focuses on four themes: (1) the individual; (2) the individual and relationships with others (team, organizations, the environment); (3) leadership; and, (4) service and citizenship. These departmental themes reinforce the College of Arts and Sciences 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 theory and practice.

All students in the Department of Performance Management are required to complete a series of courses designed to give them the skills necessary to be efficient and effective in team, group and organizational settings:

1. SFM 120 - Personal Health and Wellness;
2. MGT 301 - Organizational Behavior;
3. MGT 360 - Leadership; and,
4. Internships or Clinical Experiences.

The field experiences (clinical placements or internships, depending upon the degree program) 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.

Students in the Department of Performance Management 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 Chairperson.

## The Supporting Faculty

The faculty in the Department of Performance Management 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 faculty have worked in multiple settings, ranging from health care systems to Fortune 500 companies to athletic teams in domestic and international settings. They pride themselves on bringing over 150 years of both teaching and work experience to the learning environment, and in facilitating the application of curriculum content to actual individual, team, and organizational settings.

## The Degree Programs

The Department of Performance Management's curricula focus on individual, team and organizational performance, offering the following degree programs:

### **I. Organizational Performance Programs: Health, Sports and Wellness:**

*(University Campus only)*

- Bachelor of Science in Health Services Management
- Bachelor of Science in Sports & Fitness Management

### **II. Individual and Team Performance Programs:**

*(University Campus only)*

- Bachelor of Science in Athletic Training Education
- Bachelor of Science in Exercise Science

### **III. Leadership and Organizational Performance Degree Completion Programs:**

-Bachelor of Science in Organizational Leadership  
*(Westbrook College Campus only)*

-Bachelor of Science in Business Administration  
(The Capstone Program)

*(Westbrook College Campus only)*

-Bachelor of Science in Health Services Management  
*(Westbrook College Campus and Israel Campus)*



## II. Individual and Team Performance Programs

The Department offers two degrees, Athletic Training and Exercise Science, that allow students to specialize in individual and team performance, taking courses that provide them with skills to work directly with those persons and groups desiring to enhance performance.

### 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 sciences with the study in managing 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.

Athletic Training majors are required to complete the following curriculum:

Program/Degree Area	Credits
<b>University Core Requirements</b>	<b>43-44</b>
MAT 180 - Precalculus*	3
MAT 200 - Statistics	3
<i>*Prerequisite for PHY 200 - Physics</i>	
<b>Department Core Requirements</b>	<b>21</b>
SFM 120-Personal Health and Wellness	3
MGT 301-Organizational Behavior	3
MGT 360-Leadership	3
Clinical Experiences	12
<b>Departmental Athletic Training Courses</b>	<b>39</b>
ATC 100-Intro to Athletic Training	1
ATC 101-Prev & Care of Injuries	3
ATC 150-First Aid & CPR	2
ATC 195-Admin of Athl. Training Progs	1
ATC 299A-Clinical Experience 1	(2)
ATC 299B-Clinical Experience 2	(2)
ATC 302-Assessment of Athl Injury	3
ATC 330-Gross Anatomy Lab	1
ATC 399A-Clinical Experience 3	(2)
ATC 399B-Clinical Experience 4	(2)
ATC 430-Therapeutic Modalities	3

ATC 440-Therapeutic Exercise	3
ATC 499A-Clinical Experience 5	(2)
ATC 499B-Clinical Experience 6	(2)
HSM 201-Health Services Del. Systems	3
SFM 101-Rec, Sports & Fitness in Soc.	3
SFM 130-Motor Development	3
SFM 210-Fundamentals of Nutrition	3
SFM 260-Research Methods	3
SFM 310-Kinesiology & Biomechanics	3
SFM 320-Exercise Physiology	3

<b>Additional Required Courses:</b>	<b>20</b>
BIO 245-Gen Prin Anat, Phys & Patho I	4
BIO 345-Gen Prin Anat, Phys & Patho II	5
CHE 110-General Chemistry I	4
PHY 200-General Physics I	4
PSY 105-Introduction to Psychology	3

**Total for Degree** **123-124**

**Academic Requirements.** The athletic training student must maintain a minimum cumulative grade point average of 2.75 in all courses required for the degree program. In addition to the minimum grade point average, the grade of less than "C" is not acceptable in any of the required courses. If the GPA falls below 2.75 in the required courses, the student will discontinue accruing clinical hours until such time as the GPA is at or above 2.75 in the required courses.

**Clinical Experiences.** The athletic training program provides opportunities for extensive practical experience in a variety of settings which promote the development of skills necessary for the professional athletic trainer. All students progress through a series of six clinical experiences. Utilizing peer teaching and the professional staff, experiences 1 - 4 guide the student through the process of differential evaluation and injury management. Emphasis is placed upon the team approach to athletic health care. Experiences 5 and 6 allow the student to work side-by-side with the Certified Athletic Trainers in carrying out injury rehabilitation and other standing orders. Clinical sites range from the university setting to high school and professional sports teams. Transportation to and from the sites on a daily basis is the responsibility of the student.

The National Athletic Trainers Association (NATABOC) requires 1500 clinical hours to sit for the certification exam. These hours may be earned through the clinical experiences.

## Bachelor of Science in Exercise Science

A University of New England Exercise Science student graduates with the knowledge and skills necessary to prescribe exercise 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, sports medicine, or corporate fitness, exercise science graduates are on the cutting edge of medicine, health, and fitness. With a combination of science, sport, and fitness courses, individuals are prepared for career opportunities involving physical activity programs in hospitals, industry, fitness facilities, and communities.

Exercise Science majors are required to complete the following curriculum:

<b>Program/Degree Area</b>	<b>Credits</b>
<b>University Core Requirements</b>	<b>43-44</b>
MAT 180 - Precalculus*	3
MAT 200 - Statistics	3
<i>*Prerequisite for PHY 200 - Physics</i>	
<b>Department Core Requirements</b>	<b>20</b>
SFM 120-Personal Health and Wellness	3
MGT 301-Organizational Behavior	3
MGT 360-Leadership	3
Clinical Experiences	11
<b>Departmental Exercise Science Courses</b>	<b>37</b>
ATC 101-Prev & Care of Injuries	3
ATC 150-First Aid & CPR	2

### **III. Leadership and Organizational Performance Degree Completion Programs**

The Department offers three leadership and organizational performance programs that are offered on the Westbrook College Campus only. These programs are degree completion programs designed for experienced individuals who desire to return to finish their undergraduate education. The courses are offered in an evening and weekend format, and are based upon adult learning methodologies. As such, the three programs, Organizational Leadership, The Capstone Program, and Health Services Management, are designed and delivered for students who are working full-time and who desire non-traditional degree programs.

### **Bachelor of Science in Organizational Leadership**

The Bachelor of Science Program in Organizational Leadership is an accelerated degree completion program for working adults who already have earned at least 48 transferable credits toward a degree. Classes are scheduled on Saturday morning, 8:00am until noon, on a compressed schedule, and on a year-around basis.

A total of 120 credits is required for the bachelor's degree. The 48 credits in the Organizational Leadership major are earned in residence through a 16-course sequence. Seventy-two additional credits are needed to complete the bachelor's degree (30 credits must be in the Arts and Sciences.) Of these 72 credits, a minimum of 48 credits are accepted upon admission and a maximum of 24 additional credits are acquired through transfer credit, college courses, college-level equivalency examinations, or professional training programs. Fifteen of these 24 additional credits can be earned through the development of approved portfolios documenting experiential learning.

### **Admission Requirements**

To be eligible for admission to the bachelor's degree program in organizational leadership, the applicant should have the following:

- a. a high school diploma;
- b. five years work experience after high school or reached the age of 25; and,
- c. have at least 48 transferable credits of college-level learning earned through college courses, college-level equivalency examinations, military education, or professional training programs.

Courses are offered in four clusters as indicated below.

**Organizational Leadership Degree** **48**



A total of 120 credits are required for this degree program and a student may apply to transfer up to 60 credits from prior academic work completed at a regionally accredited two- or four-year college. In addition, students may earn other credits through the development of approved portfolios documenting experiential learning and approved professional training programs (e.g., American Institute of Banking courses). Of the total course work (120 credits), at least 42 hours must be in the Arts and Sciences. Field work and/or internship opportunities are available for students.

The required course work is described below.

<b>Capstone: Bachelor of Science in Business Administration</b>	<b>60</b>
<i>Humanities Courses</i>	9
CC 304 - Modern World Civilizations	3
CC 306 - Self, Culture and Society	3
CC 307 - Science, Technology and Society	3
<i>Management Program Courses</i>	51
ACC 201 - Accounting	3
ACC 203 - Management Accounting	3
ECO 201 - Introduction to Economics	3
ECO 204 - Microeconomics	3
MGT 101 - Introduction to Management	3
MGT 301 - Organizational Behavior	3
MGT 302 - Human Resource Management	3
MGT 315 - Financial Management	3
MGT 325 - Organizations andw the Law	3
MGT 335 - International Management	3
MGT 360 - Leadership	3
MGT 401 - Organizational Strategy Seminar*	3
MGT 495 - Internship or Field Research in Mgt*	3
Management Electives (3 courses)	9
MKT 101 - Introduction to Marketing	3
<i>*(Taken during final semester of enrollment in program)</i>	

**Academic Requirements.** Students in this program, The Capstone Program, are required to maintain a minimum grade point average of 2.75. A grade of “D” or lower is not acceptable for credit.

## **Bachelor of Science in Health Services Management**

This is a two-year degree program which allows students to take full advantage of prior academic and professional work by using it as a foundation for a studies

in health services management. Course are designed and delivered informats most appropriate for working adults. (e.g., weekends, evenings, full days, ect.) Currently, the degree completion program is offered at the Westbrook College Campus and at the UNE Campuses in Israel.

This degree program is a rigorous, problem-solving focused curriculum designed to prepare health care professionals for increasingly responsible positions in the rapidly changing health services delivery environment. The curriculum provides: an understanding of health services delivery systems and its impact of economic, sociological, psychological and political factors on the design and delivery of services; knowledge of individual, social and environmental determinants of health, disease, and disability through a study of health measurement, patterns and characteristics of illness, health promotion and disease prevention as related to health services policy and delivery; knowledge of the elements of personal health services through an understanding of health services evolution, governance, financial structure, organization and quality assessment and assurance as they impact health services design and delivery; basic skills development in planning and policy development in health services; an understanding of management and administrative skills and their application to health services organizations through a study of organizational behavior, systems, law, planning and policy development, marketing, human resource planning, and strategic decision-making; opportunities to analyze ethical and legal issues and concerns in the design and delivery of health services and to explore personal ethical systems; and, opportunities to explore current issues in health services delivery as they impact health service organizations and professionals.

A total of 120 credits are required for this degree program and a student may apply to transfer up to 60 credits from prior academic work completed at a regionally accredited two- or four-year college or through a specialized degree/licensing programs (e.g., registered nurse, radiology technician, biotechnologist, occupational therapist, dental hygienist, etc.). In addition, students may earn other credits through the development of approved

College of Healthcare Executives, Health Care Financial Management Association, etc.). Of the total course work (120 credits), at least 24 hours must be in the Arts and Sciences (General Education)..

The required course work for the Bachelor of Science in Health Services Management degree is described below.

ACC 201 - Accounting	3
HSM 201 - Health Service Delivery Systems	3
HSM 202 - Health Care Economics	3
HSM 301 - Management of Health Svcs Organizations	3
HSM 310 - Health Care Finance	3
HSM 370 - Law and Ethics of Health Care	3
HSM 405 - Marketing of Health Services	3
HSM 415 - Public and Community Health	3
MGT 101 - Introduction to Management	3
MGT 301 - Organizational Behavior	3
MGT 302 - Human Resources Management	3
MGT 360 - Leadership	3
MGT 401 - Organizational Strategy Seminar	3
OLP 250 - Communication Dynamics in Organizations	3
SFM 260 - Research Methods	3
<i>Electives</i>	
OLP 210 - Competencies and Career Development -or-	3
OLP 325 - Group Dynamics and Team Building	3

Students in the Health Services Management Degree Completion Program are required to maintain a grade point average of 2.75 (B-) in all HSM-prefix courses. A grade of 1.0 (D) or lower is not acceptable for any departmental courses (ACC, HSM, MGT, MKT, OLP, SFM) required for the degree. An overall grade point average of 2.0 (C) is required for graduation from the program.

# **Department of Physical Therapy**

## *College of Health Professions*

Sheldon, Michael (Interim Chair)

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.

Brown, David

Assistant Professor

Ph.D., Hahnemann/Allegheny 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.

## **The Physical Therapy Program at UNE**

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 program of study in physical therapy at UNE combines a two-year, pre-professional program with a three-year (including one summer) professional education program and is open to undergraduates and to individuals who have already earned a college degree. Students admitted into the pre-professional program, complete the core curriculum of the College of Arts and Sciences, including courses in the humanities, and social and behavioral sciences, as well as physical therapy prerequi-

## Requirements for Direct Admission to the Professional Program

For direct admission to the professional program in Physical Therapy a candidate must have:

1. A bachelor's degree with an overall GPA of 2.75 or higher from an accredited college or university
2. Completed the following courses (or equivalencies) with an average GPA of 2.75 or higher, and no grade lower than C- :
  - one course in biology with lab (UNE equivalency BIO 104)
  - one course in precalculus (or calculus) (UNE equivalency MAT 180 or MAT 210)
  - two courses in chemistry with labs (UNE equivalency CHE 110 & 111)
  - two courses in physics with labs (UNE equivalency PHY 200 & 201)
  - two courses in human anatomy and physiology (UNE equivalency BIO 245 & 345)
  - one course in human pathology (if not integrated with human anatomy and physiology)
3. Completed one course in psychology (UNE equivalency PSY 105)
4. Completed a total of six courses in the liberal arts (including one in composition) and social sciences
5. Demonstrated knowledge of and commitment to the profession through work experience, job-shadowing, or volunteering 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.

## Pre-professional Program or Core Curriculum Requirements Credits

### *Life Sciences*

BIO 104 - General Biology	4
BIO 245 - Prin. Anat, Phys, & Patho I	4
BIO 345 - Prin. Anat, Phys, & Patho II	5
ENV 104 - Intro to Environmental Issues	3
LSC 104 - Environmental Learning Com Sem	1

### *Chemistry and Physical Science*

CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4

### *Humanities*

Creative Arts Experience	3
Humanities Exploration	3

Humanities (or Social & Behavioral Sciences) Exploration	3
Advanced Humanities(2 courses)	6
ENG 110 - English Composition	4
LIL 201 - Roots of the Contemporary World I	3
LIL 202 - Roots of the Contemporary World II	3
<i>Social &amp; Behavioral Sciences</i>	
PSY 105 - Introduction to Psychology	3
PSY 220 - Social/Cultural Context of Hum Dev I	3
PSY 270 - Social/Cultural Context of Hum Dev II	3
<i>Mathematics</i>	
MAT 180 - Precalculus	3
<i>or</i>	
MAT 210 - Calculus I	4
CIT 400 - Citizenship Seminar	1

## Sample Pre-professional Course Sequence

### First Semester

BIO 104 - General Biology	4
ENV 104 - Introduction to Environmental Issues	3
LSC 104 - Environmental Learning Comm Sem	1
CHE 110 - General Chemistry I	4
Humanities/SBS Exploration	3

**Credits = 15**

### Second Semester

MAT 180 - Precalculus	3
<i>or</i>	
MAT 210 - Calculus	4
ENG 110 - English Composition	4
PSY 105 - Intro to Psychology	3
CHE 111 - Chemistry II	4
Creative Arts	3

**Credits = 17-18**

### Third Semester

PHY 200 - Physics I	4
BIO 245 - Anatomy, Physiology, Pathophys I	4
LIL 201 - Roots of the Contemporary World I	3
PSY 220 - Social/Cultural Context of Human Development I	3

**Credits = 14**

### Fourth Semester

PHY 201 - Physics II	4
BIO 345 - Anatomy, Physiology, Pathophys II	5
LIL 202 - Roots of the Contemporary World II	3
PSY 270 - Social/Cultural Context of Human Development II	3
Humanities/SBS Exploration	3

**Credits = 18**

## **Professional Physical Therapy Education Program**

The professional Physical Therapy education program is three academic years, including 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, management strategic planning, operations, and organizational principles and practices. Classroom, laboratory, and clinical experiences are provided.

### **Clinical Education**

Students in the professional Physical Therapy education program 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 the clinical experience. M13 Therapy educa-

**Spring**

PTH 420 - Clinical Practicum I	4
BIO 304 - Neuroscience	4
PTH 435 - Problems of the Integumentary System	5
<b>Credits = 12</b>	

\*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	7
<b>Credits = 13</b>	

**Fall**

PTH 519 - Problems of Neurosensory System II	12
PTH 530 - Research Proposal	2
PTH 520 - Clinical Practicum II	4
<b>Credits = 18</b>	

**Spring**

PTH 515 - Health Care Management	3
PTH 531 - Research Project	3
PTH 534 - IssuesH,2 TD-0jectPTdA6833	

## **Department of Social and Behavioral Sciences**

### *College of Arts & Sciences*

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

Corsello, Maryann 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.

Haskell, Robert 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.

Livingstone-Smith, David Visiting Professor  
Ph.D., Kings College-London University-Philosophy; M.A., Antioch University-Philosophy

Morrison, Linda Assistant Professor  
Ph.D., M.A., The Ohio State University-Counseling Psychology; B.A., Alfred University-Applied Clinical Psychology.

Patterson, Vernon Associate Professor  
Ph.D., M.A., University of New Hampshire-Psychology; B.A., University of Maine-Psychology.

Rankin, Nancy Assistant Professor



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

AND choose at least one course from the following:

PSY 215 - The Psychology of Gender	3
PSY 305- Special Topics Seminar	3
PSY 310 - Children Under Stress	3
PSY 415 - Multicultural Counseling	3

Students in this track will do their internships in a setting where counseling with children, adolescents, or adults is practiced.

### Human Services Track

Students in this track complete the major with six courses from the following list:

PSY 310 - Children Under Stress	3
PSY 320 - Psychosocial Aspects of Aging	3
PSY 370 - Drugs, Society and Behavior	3
SOC 160 - Introduction to Human Services	3
SOC 215 - Poverty	3
SOC 320 - Community Organization	3
SOC 350 - Deviance	3
SOC 355 - Medical Sociology	3
SOC 480 - The Family	3

Students in this track take their internships in community agencies providing services to children, adolescents, the elderly, handicapped persons, refugees, or other populations.

### Liberal Arts Track

Students in this track complete the major by taking an additional 3 psychology courses and 3 sociology courses at the 200 level or above. The internship is completed in a setting related to the student's career or graduate school plans.

### Psychobiology Major

All students will be required to take the following courses:

PSY 105-Introduction To Psychology	3
PSY 225-Psychology Statistics	3
PSY 285-Research Methods	3
PSY 260-Learning and Cognition	3
PSY 120-Introduction To Psychobiology	3
PSY 365-Biological Bases of Behavior	3
PSY 420-Comparative Animal Behavior	3
PSY 440-Sensation and Perception	3
PSY 425-Adv. Experimental Animal Lab	2
BIO 100-Biology I	4
BIO 101-Biology II	4
BIO 220-Genetics	4
BIO 322-Comp. Animal Physiology	4

BIO 335-Behavioral Ecology	4
BIO- Organismal Bio. Course (choice)	4
CHE 110-General Chemistry I	4
CHE 111-General Chemistry II	4
PSB 400-Internship/Research	3-9

### Suggested Electives Include:

BIO 220-Invertebrate Zoology	4
BIO 331-Biology of Fishes	4
BIO 355-Biology of Marine Mammals	4
BIO 302-Gross Anatomy	6
BIO 304-Neuroscience	4
PSY 315-Small Group Dynamics	3
PSY 370-Drugs, Society & Behavior	3
CHE 210-211-Organic Chemistry I & II	5 + 5
CHE 310-Biochemistry	4
PHY 200-201-General Physics I & II	4 + 4
MAT 210-310-Calculus I & II	4 + 4
ANT 101-Anthropology	3

### Minors in Social and Behavioral Sciences

Students from other departments may minor in psychology, sociology, or psychology and social relations.

### Psychology Minor

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, or 300.

### Sociology Minor

Introduction to Sociology, Introduction to Psychology, Demography, and three additional courses in sociology.

### Psychology and Social Relations Minor

Introduction to Psychology, Introduction to Sociology, two additional psychology courses, not including PSY 220, 270, or 300, and two additional sociology courses.

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# ***Undergraduate Programs***

## **Course Descriptions**

### **2000-2001**

**Note: Courses are listed alphabetically under the following subject headings and subsequent course codes:**

Accounting (ACC)  
American Studies (AMR)  
Anthropology (ANT)  
Athletic Training (ATC)  
Biology (BIO)  
Chemistry (CHE)  
Citizenship Seminar (CIT)  
Core Curriculum (Westbrook College Campus) (CC)

**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.

**AMS 470, 480** **3 credits each**  
**Internship**

*(Westbrook College Campus only)*

An individually designed, off-campus learning experience in which the student will apply the approaches, skills and knowl-

## **American Studies**

**AMS 105** **3 credits**  
**Introduction to American Studies**

*(Westbrook College Campus only)*

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 180/HIS 180** **3 credits**  
**“What is an American?”**

See course description under HIS 180.

**AMS 200** **3 credits**  
**Native Americans and the American Experience**

*(Westbrook College Campus only)*

This course explores how Native Americans see their past, their present and their relationship to “America.” Reading will include Native American writing, including novels, accounts of spiritual beliefs, and political expressions. Readings will also explore how non-Native Americans have viewed the American Indian. A variety of time periods and locales will be studied, including Maine, in an attempt to understand what it means and has meant for Native Americans to be Americans.

**AMS 400** **3 credits**  
**Fourth-year Seminar**

*(Westbrook College Campus only)*

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.

**ATC 101** **3 credits**  
**Prevention and Care of Athletic Injuries**

*(University Campus only)*

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 ba-





**BIO 208, 209**                      **2 semesters, 8 credits**

**Introductory Anatomy and Physiology I & II**

*(Westbrook College Campus only)*

A two semester overview of human structure and function during which gross and histological anatomy are related to

illnesses help to reinforce this interconnectedness among the systems. Laboratory sessions are designed to reinforce lecture concepts using dissection, models, and interactive electrophysiology equipment, and culminate with student-designed projects in the second semester. BIO 245 is offered only in the fall; BIO 345 only in the spring. Prerequisite (for BIO 245): General Biology (BIO 100, 101, or 104) Prerequisite (for BIO 345): Student must have received a "D" grade or higher in BIO 245.

**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. Prerequisite: one year of biology, second-year marine biology majors have precedence for enrollment. Offered yearly in fall 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. No prerequisites. Offered in alternate years, fall semester.

**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: One semester of college biology (BIO 100 or 101 or 104)

**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. Prerequisite: one year of biology or equivalent.

**BIO 302** **6 credits**  
**Gross Anatomy**

An in-depth study of the structure and relationships of the neuromusculoskeletal system of the human body. Primary emphasis is placed on the limbs and trunk. Head, neck, and visceral structures are surveyed. Learning is aided by laboratory experience utilizing prosected cadavera, anatomical models and skeletal material.

**BIO 304** **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 human nervous system material, brain sections and anatomical models.

**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. Prerequisite: BIO 208 and 209 or permission of instructor.

**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. Prerequisite: one year of biology or equivalent. Offered in alternate years, spring semester.

**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. Prerequisite: 1 year of biology and 1 year of chemistry, and third-year standing or permission of the instructor.



research, and demonstrations of concepts discussed in class. Prerequisite: one year of biology and third-year standing or permission of instructor; recommended: animal physiology, animal behavior, ecology. Offered in alternate years, spring semester.

**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. Prerequisites: one year of biology or equivalent, general chemistry, English composition. Restricted to Third-year standing or permission of instructor. Offered yearly, fall Semester.

**BIO 365** **4 credits**  
**Immunology**

Fundamental principles of immunology with emphasis on antibody formation, immunoglobulin molecules, hypersensitivity reactions and the cellular basis for the immune response. Laboratory. Prerequisites: one year of biology and one year of chemistry.

**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. Prerequisite: BIO 100, BIO 101, and BIO 200 or equivalent. Offered every fall.

**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: one year of biology or equivalent, physics and chemistry.

**BIO 400** **3 credits**  
**Advanced Topics in Biology**

An in-depth study of current advances in the field of biology.

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as well those interested in experimental biology or clinical aspects of chemical analysis. A weekly laboratory is included. Prerequisite: CHE 111, MAT 180 or placement into MAT 210 or permission of instructor.

**CHE 309** **4 credits**

**Introduction to Instrumental Analysis**

*(University Campus only)*

An introduction to the theory, operation and analytical applications of chemical instrumentation. Topics covered include basic 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**

*(University Campus only)*

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**

*(University Campus only)*

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 210; PHY 201 (may be taken concurrently).

**CHE 350** **5 credits**

**Biochemistry I: Proteins**

*(University Campus only)*

This course explores the structure, dynamics, and function of proteins. Specific topics include: catalytic and regulatory

## **Core Curriculum (for Westbrook College Campus)**

**CC 205** **3 credits**  
**Western Civilization**

*(Westbrook College Campus only)*

An investigation of the social, political, religious, philosophical, economic, and artistic values of our ancestors in order to

**DEN 211**

**4 credits**

**Clinical Dental Hygiene I**

*(Westbrook College Campus only)*

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



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 308** **3 credits**  
**Dental Pharmacology**

*(Westbrook College Campus only)*

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**

*(Westbrook College Campus only)*

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**

*(Westbrook College Campus only)*

**DEN 470, 480** **3-6 credits**  
**Internship in Dental Hygiene**

*(Westbrook College Campus only)*

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**

*(Westbrook College Campus only)*

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 level course in macro economics. Topics include: an analysis of international income and its determinants; employment; and international price levels and markets. International examples are presented from Brazil, France and the United States.

**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 310** **3 credits**  
**Comparative Economic Systems**

This course presents a comprehensive survey of major alternative economic systems of the past and studies how they have been implemented in current systems. Prereq: ECO 203.

**ECO 320** **3 credits**  
**Political Economy of the Environment**

The course provides a review of environmental questions currently under debate, contrasting cultural and ethical approaches to the environment and economic and political factors affecting environmental quality and prospects from sustainable growth. The content includes analysis for public interventions and their complications and examines natural resource issues. Global questions and interactions between Northern and Southern hemispheres are explored. Prerequisite: permission of instructor.

**ECO 330** **3 credits**  
**International Trade**

This course covers the major theories of international trade, including mercantilism, Ricardian, technology gap, unequal exchange, and Marxian models. It focuses on determinants of the direction of trade, potential gains for trade, and the links between international trade and economic growth. Other topics include intra-industry and intra-firm trade, strategic trade policy, and contemporary commercial policy issues. Prerequisite: permission of instructor.

**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 and ECO 204.

**ECO 410****3 credits****International Finance**

This course is devoted to analyzing international monetary economics, beginning with a historical overview of the gold standard, The Bretton Woods system, and the current international monetary regime. It examines the balance of payment and theories of its adjustment, considers exchange rate determination. Attention is paid to empirical studies of capital flows and exchange rate behavior. Special topics include uneven development, the debt crisis, multinational corporations and stabilization policies. Prerequisites: ECO 203, ECO 204, ECO 310.

**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.
- \* 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. 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, 433, 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 or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

**EDU 200****3 credits****Designs for Effective Learning**

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, 510** **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 an 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 course will examine the historical and contemporary legal, procedural, and ethical issues within the special education system and will help 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 320, 520** **3 credits**  
**Language Arts\***

Children develop language naturally in an environment filled with language in use. The language they learn is the language they hear and if part of this comes from literature and is modeled by someone who uses it well then childreng

and methods of educational psychology. This is followed by in-depth coverage 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. The course concludes with how both human interactive factors and institutional factors either facilitate or inhibit learning and motivation.

**EDU 345, 545** **3 credits**  
**Technology in the Classroom\***

This course is an introductory level class and requires no previous knowledge of computers or software. Students will gain knowledge of technologies including projectors, video cameras, computers, videodiscs, and scanners. Experiences will be provided that require students to apply the use of technologies to enhance teaching and learning. Many of the course assignments will be project based. Required of all students seeking certification as elementary or secondary teachers; others with permission of the Chair of the Department of Education.

**EDU 360, 560** **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 an 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 gain a working knowledge of methods and materials appropriate to both concept based and inquiry based science programs. In addition to class work, a field placement in a school setting is required to provide students with an opportunity to observe and work with children. Required of all students seeking certification as an 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\***

The content of the course will focus on developing techniques for teaching mathematics to elementary grade pupils. It will be conducted in a setting of activity oriented sessions and will stress planning, teaching, and exploring ways to enrich the curriculum. Required of all students seeking certification as an 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**

provide us with a basis for the development of our skills in constructing, using, and interpreting formal and informal as-

**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 with an involvement of families in the educational process. We 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 monthly seminars with a University advisor. The content of the Practicum is self designed and reflects the particular assignment. The duties of the education student will vary depending on the assignment, the amount of time the student is in the classroom, and the needs of the classroom students and teachers. In general, UNE students will participate in the following categories: A. Observation - Classroom Management; B. Observation - Instruction; C. Instructional Support; D. Clerical Support; E. Housekeeping Support; F. Supervision and Participation. Students will spend six hours per week in a school setting in addition to the scheduled class time on campus.

**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 490** **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 TCP program and specific departmental approval in order to register. All course requirements must be completed prior to enrollment.

**EDU 492** **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 in either the undergraduate CAS secondary certification option or the TCP program and specific departmental approval in order to register. All course requirements must be completed prior to enrollment.

**EDU 495** **15 credits**  
**K-3 Internship and Seminar**

This course provides full time teaching experience in classrooms from kindergarten through third grade under the joint supervision of a cooperating teacher and College supervisor. Students attend a concurrent 3 hour weekly seminar. This course requires enrollment in the undergraduate K - 3 education program or the TCP program and specific departmental approval in order to register. (This internship course is designed only for students completing the early elementary (K-3) education program begun at Westbrook College. All others should register for EDU 490.) All 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 and seminars in the School Leadership Certification Program (SLP).

\*\*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 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**



discussed with particular emphasis on the adolescent student. Week II is a hands on Practicum during which participants will assess children and adolescents referred from local schools, plan appropriate remediation and report to these families and schools on this evaluation and plan.

**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 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 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 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.

**EDU 572** **3 credits**  
**Language Arts Strategies for Learners with  
 Special Needs**

This course addresses various proven strategies for assisting students with special needs in developing successful skills in the language arts in the regular classroom.



**ENV 201L** **2 credits****Learning Community in Sustainability****Lab I - 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 as a co-requisite with ENV 201.

**ENV 202L** **2 credits****Learning Community in Sustainability****Lab II - Spring Semester**

The lab will focus on the completion of the work from ENV 201L and will include the development of skills that are useful in the presentation of research projects to an audience of professionals. Analysis of data through the use of statistics, use of computers, verbal communication skills, writing techniques, and use of multimedia such as video, photography and web-page design will be stressed. Offered spring semester as a co-requisite with ENV 202.

**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**

Outdoor Environmental Education, for their weekly classes, are currently restricted because they often need to rent vans from facilities and consuming time and lab fees, leave UNE grounds in order to visit natural habitats with maintained trails and protected wildlife. OEE wishes to hold their regular outdoor classes within walking distance, on UNE owned and protected forestland. OEE lessons are held out-of-doors, in all climates, and include such areas as minimum impact recreation, field guide use, undisturbed wildlife observation, trail

blazing, map and compass, bushwhacking, wilderness solo experiences, backcountry safety, fire building, shelter building, animal tracking, outdoor cooking, wild edibles, and camping. OEE desires local access to a minimally disturbed, safe wilderness area, a low and high ropes course, and maintained trails.

**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 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, analyz-

**ENV 320**

**3 credits**

**Epidemiology**

This course will provide a basic understanding of diseases in human population groups including sampling, measurement and statistical evaluation. Areas of emphasis will include investigation of an epidemic, measures of risk, and biological variability; screening, wpyut



explore basic design concepts, develop an awareness of design potential, and increased visual literacy. The course also provides the opportunity to experiment with various graphic art materials.

**FAR 110** **3 credits**  
**Applied Creative Arts: Pottery and Ceramics**

*(University campus only)*

Basic pottery and ceramic skills are mastered through experience with clay. Hand building and wheelwork comprise the pottery sector, while slip casting is explored in the ceramics portion of the course. Painting, glazing and kiln firing are learned as the pieces are finished. This course stresses process and hands-on creative experience in learning while integrating the aesthetic qualities and perspectives of pottery and ceramics.

**FAR 125** **3 credits**  
**Introduction to American Architecture**

*(Westbrook College Campus only)*

An introduction to some of the important ideas, buildings and individuals who shaped American architecture. Topics will include form and function, regionalism, the role of the machine, the skyscraper, the architect-client relationship and the social responsibilities of the architect. Students will study essays by writers and architects such as Lewis Mumford, Louis Sullivan, Frank Lloyd Wright, Montgomery Schuyler, Sigfried Giedion, Gustav Stickley and Louis Kahn. Field trips to important architectural sites will include Boston, Cambridge and Exeter.

**FAR 160** **3 credits**  
**Theater Production**

Designed for students who genuinely want to get involved in the many facets of drama. Workshops introduce students to the development of creative energies fostering sensitivity to dramatic expression. Such techniques as method acting, spontaneous acting, and charades are explored and used. Discussions and group interaction are also held so as to ensure creative participation. A play or a few one-act plays are selected and staged.

**FAR 342** **3 credits**  
**French Impressionism**

*(University Campus only)*

This course consists of an aesthetic, cultural and historical approach to a particular art movement: French Impressionism. Since French Impressionism is often considered a revolution in art, this course begins with the classical view, moves on to pre-Impressionism and Impressionism as a modern view, then on to post-Impressionism and Pointillism with Seurat in revealing a continuum to this modern way of seeing things.

## 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 100 or permission.

## Global Studies

**GLS 304** **3 credits**

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**GLS 306**

**3 credits**

**Exploring Morocco**

*(University Campus only)*

Morocco is the gateway to Islamic, African, and Arabic cultures, and serves as a perfect example to study the interlocking influences these three cultures have generated. Because Moroccan culture has also been shaped by its encounter with the Iberian peninsula, students will examine the traces of this Hispano-Moorish tradition, especially in the area of architecture. Finally, Morocco will serve as a perfect platform from which to sort out myth from reality regarding the still misunderstood religion of Islam.

**GLS 308**

**3 credits**

**Exploring Ireland**

*(University Campus only)*

Placed at first with Irish families in Allihies, on the Beara Peninsula, West Cork, students will meet lecturers and artists associated with the Language and Culture Center in the village center daily. Lectures addressing a wide range of artistic and cultural studies; expeditions to local archeological sites; field trips to examine historical ruins, such as the Bearhaven Copper Mines; and attendance at fine arts presentations, such as step dances or art shows, are part of this mini-term in Ireland.

**Related courses that may be offered in the future:**

**GLS 300 - Exploring Paris**

**GLS 302 - Exploring Brazil**

**GLS 400 - Perspectives on Culture**

**GLS 410, 411 - Topics in American Culture I & II**





**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 300** **3 credits**  
**Special Topics Seminar**  
*(University and Israel Campuses only)*

The upper level course is for the exploration and analysis of traditional and contemporary topics in health services. This course is offered at various times and addresses specific topics of current interest in the field of health services management. Prerequisite: HSM 201.

**HSM 301** **3 credits**  
**Management of Health Services Organizations**  
*(University and Israel Campuses only)*

This course examines the organization, structure, and operation of inpatient acute and chronic care and long term care institutions, ambulatory programs, the roles and practices of clinicians; and effective communications. Areas covered include the objectives, functions and interactions between departments, projections of need; administrative decision-making and alternatives to the present system. Field trips to area facilities may be included. Prerequisite: HSM 201.

**HSM 310** **3 credits**  
**Health Care Finance**  
*(University Campus Only)*

This course analyzes the financial environment of health care organizations, from both the macro and micro views. It looks at the financial environment affecting health care design and delivery, including funding, rate setting, contracting, reimbursement, and economics as they relate to financial management. Inside the organization, it examines the processes of budgeting, auditing, cost analysis, fiscal reporting, and ratio analysis as management tools for managing finances and making financial decisions. Prerequisites: HSM 201, HSM 202, HSM 205, MGT 101.

**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 201, HSM 202, HSM 205, MGT 101.

**HSM 401** **3 credits**  
**Issues in Health Care and Health Services Management**  
*(University Campus and Israel Campus Only)*

This course presents current issues in the design, delivery



## **Liberal Learning**

### **LIL 100 3 credits**

#### **Exploration: The American Film**

A study of the historical development of American film, including a close look at the issues and genres from the beginning of movies to the present. This course will explore such topics as gender, race, politics, and social mores - along with the various types such as the musical, the western, and the detective story. Students will become familiar with certain representative directors and styles such as film noire, as well as some of the most iconographic stars. Readings in film history and criticism, papers, screenings in and out of class.

### **LIL 130 3 credits**

#### **Exploration: Past Imperfect: Cultural History of Hollywood**

No one can deny the great power that movies have had in shaping our perceptions of the past. It is not the job of filmmakers to ensure that their product is historically accurate. And, it is not the purpose of this course to criticize the filmmakers but rather to explore and investigate the facts of several broad topics, Imperialism, the American West, the World at War, the Image and Perception of Minorities, and to teach how they have been changed by Hollywood and for what reasons.

### **LIL 201 3 credits**

#### **Roots of the Contemporary World I**

Proceeding from the premise that the world has become too small to justify a course that examines Western history and culture exclusively, these offerings take a broader perspective and include global forces that shape the contemporary world. Following a chronological frame of reference, the sequence normally begins with pre-history and continues to approximately 1500 A.D. during the first semester. It selectively examines a number of political, economic, social, literary, religious and aesthetic subjects in a number of cultures.

### **LIL 202 3 credits**

#### **Roots of the Contemporary World II**

The second semester of the sequence begins at approximately 1500 A.D. and then continues to the present.

### **LIL 205 3 credits**

#### **Transcultural Health Care**

This course deals essentially with various ethnic practices, values and beliefs in the delivery of health care and the holistic perception of wellness and illness. A humanistic approach

to transcultural health care is taken as a way of appreciating things differently from the applied method. Among the groups studied are Native-Americans, Hispanic-Americans, African-Americans and Asian-Americans. Others will also be included.

### **LIL 400 3 credits**

#### **Senior Seminar**

A research seminar in which senior Humanities Department students will teach, share, and reflect upon their educational process in an intramajor setting. Each student will be responsible for creating an original major research paper demonstrating a command of the chosen topic and skills in analysis and synthesis. Each student will share their research in a public forum. Pre-requisite: 4th year standing and permission of the instructor.

### **LIL 401 3 credits**

#### **Interdisciplinary Writing Project**

The student will create an original piece of interdisciplinary writing demonstrating the integration and synthesis of material from three concurrent courses. Planning for this project will begin in the previous semester in close consultation with a faculty advisor. Pre-requisite: 4th year standing and permission of the instructor.

### **LIL 402 3 credits**

#### **Senior Thesis**

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. Pre-requisites: 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 Department, and must receive the approval of the Department Chair in order to pursue an internship. Grades are determined by the sponsoring faculty member based on projects outlined in the Learning Agreement and site sponsor evaluation. Prerequisites: permission from the Department Chair.

## Life Science

### **LSC 100** **1 credit** **Introduction to the Learning Community**

In this course students explore the concept of a college learning community, especially its potential for active, collaborative learning in an interdisciplinary environment. The course also provides instruction in academic and interpersonal skills appropriate to learning community courses, and extends opportunities for students to participate in the planning and execution of the community's goals and explore ways of knowing. Offered fall semester as a component of the Life Sciences First-Year Learning Community.

### **LSC 275** **Variable credits** **Introduction to Honors Research**

An introduction to scientific research methodologies with hands-on experience in existing research projects. This will provide the honors student with an opportunity to become familiar with lab equipment, engage in data collection, computer entry and analysis while developing their own junior/senior level research project. Must be taken at least once during 1st or 2nd year.

### **LSC 400** **1 credit (1/2 credit Fall; 1/2 Spring)** **Honors Seminar**

An interdisciplinary seminar for all honors students. An exploration of current issues in the sciences and of how various disciplines help to increase understanding of the issues. Required each year of all Honors students. Offered each 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 are 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, honor students pursue independent research projects under the guidance of a faculty thesis advisor. Students learn the laboratory techniques, design an original research project, carry out experiments, and present a thesis in written and oral formats to the Honors Committee. Honor

students must find a faculty sponsor and choose a laboratory in which to complete the honors research project no later than by the end of their sophomore year. Honor students are required to enroll in LSC 475 every semester they work on their projects.

**LSC 495** **3-9 credits**  
Students majoring or minoring in the Life Sciences disciplines, including environmental studies, environmental science, biology, health science, marine biology, aquarium science, are

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## Literature

### LIT 121 2 semesters, 3 credits Exploration: 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. Normally this course is open only to first-year Life Science students enrolled in the Biology Learning Community.

### LIT 203 3 credits Major American Writers I *(Westbrook College Campus only)*

A survey of American literature from Colonial times to the mid-19th century. A chronological review of great American fiction, poetry, and prose. Readings from authors such as Hawthorne, Poe, Emerson, Thoreau, Melville and Whitman.

### LIT 204 3 credits Major American Writers II *(Westbrook College Campus only)*

A survey of American literature from the mid-19th century to contemporary times. A chronological review of great American fiction, poetry, and drama by authors such as Dickinson, Twain, James, Frost, Hemingway and Faulkner.

### LIT 207 3 credits American Women Writers *(Westbrook College Campus only)*

A study of works by American women from the 19th and 20th centuries. Emphasis on the portrayal of women's roles in American society and how women writers use poetry, fiction and drama to reaffirm or challenge traditional views of women. Selected readings by authors such as Chopin, Jewett, Cather, Wharton, Morrison and Walker.

### LIT 221 3 credits Topics in British Poetry

The specific content is determined each time it is offered. Examples of possible topics: The Poetry of W.B. Yeats, The Metaphysical Poets, and The Sonnet in England. Whenever the course is offered, a syllabus will be posted prior to registration period.

### LIT 222 3 credits Topics in American Poetry

The specific content is determined for each time it is offered. Examples of possible topics: The Poetry of Reality, The Poetry of T.S. Eliot, and The American Beats. Whenever the course is offered, a syllabus will be posted prior to registration period.

### LIT 231 3 credits Introduction to Film

A study of the elements, art, and history of motion pictures, with considerable class time spent in watching and analyzing movies. Early and modern films are used along with published scripts.

### LIT 310 3 credits Creative Writing

*(Westbrook College Campus only)*

A writing workshop in fiction, poetry, and/or drama. Individual students may pursue their special interests although class emphasis may fall on one genre. Students write regularly and present work for class discussion. Some outside reading. Prerequisites: ENG 110 or CC101.

### LIT 341 3 credits Topics in British Fiction

The specific content of this course is determined each time it is offered. Examples of possible topics: Don Quixote and the English Novel, The Novel of Sensibility, The Gothic Novel, The Anglo-Irish Novel, Scott and Dickens, The Fiction of James Joyce, and Joyce's Ulysses. Whenever the course is offered, a syllabus will be posted prior to the registration period.

### LIT 342 3 credits Topics in American Fiction

The specific content of this course is determined each time it is offered. Examples of possible topics: Romance and Novel in America, The City in American Fiction, The American Regional Novel, Gothic Fiction in America, The Depression Novel, The American Sports Novel, Early, Middle, and Late James and Hemingway and Faulkner. Whenever the course is offered, a syllabus will be posted prior to the registration period.

### LIT 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,



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**

*(University Campus only)*

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 prac-

**MGT 401**

**3 credits**



## Marketing

### **MKT 101** **3 credits** **Introduction to Marketing**

The 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** **Marketing and Sales of Service**

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 a "product" and a "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** **Advertising**

In this course the student can acquire a working knowledge of the design and uses of advertising in business. Stress is placed on the practical aspects of advertising through one or a combination of media. Prerequisites: MKT 101.

### **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

### **Notes on Placement Testing**

During Orientation, all new undergraduate and transfer students are tested for competence in mathematics. On the basis of the placement test score, as well as SAT scores and high school transcripts, each student receives a mathematics placement level as follows:

- L1 Placement into Basic Mathematics and Algebra (MAT 020).
- L2 Placement into Introductory Algebra and Problem Solving (MAMA'S7 -1.2 3-



**MAT 230** **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 MAT 022, or mathematics placement level L4, or permission of instructor. Students can only receive credit for one 200 level statistics course.

**MAT 310** **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 will be expanded to include logarithmic, exponential and trigonometric functions. Prerequisite: Successful completion of MAT 210 or permission of the instructor. Offered in the spring of even numbered years.

**MAT 380** **variable credits**  
**Topics**

This course offers students the opportunity to explore mathematical topics not ordinarily offered in the curriculum. Examples of possible topics are: Differential Equations, Linear Regression and Correlation Analysis, Euclidean and Non-Euclidean Geometries, etc. Prerequisite: Permission of the instructor.

## Medical Technology

**MDT 401** **8 credits**  
**Clinical Hematology**

A comprehensive study of blood cell morphology including red blood and white blood cells and platelets. Blood counts are also studied and used to determine anemias, infections, allergies, viruses, leukemias and lymphomas.

**MDT 402** **2 credits**  
**Clinical Microscopy**

Training in the use of microscope for examination of cells as a means of detecting malignant (cancerous) change before cancer can be found by an examining physician. Development in competency for analyzing cells under the microscope to find the changes indicative of precancerous or cancerous lesions.

**MDT 403** **1 credit (Pass/Fail)**  
**Clinical Phlebotomy**

Development in skills for drawing blood specimens which also includes microcapillary techniques.

**MDT 404** **1 credit (Pass/Fail)**



## Nursing

### NSG 099 1 credit Transition Course

This course is required for any ADN student who has attended another nursing program and has transferred credits into the UNE ADN Program and for any student who has interrupted their progression in the program from one level to another. The course includes an introduction to the ADN Program at UNE, its philosophy, purpose, objectives, and conceptual framework. Other topics may include, but are not limited to, the following: the profession of nursing, the role of the ADN graduate, Maslow's Hierarchy of Need theory, Patricia Benner's Nursing Model, teaching and learning concepts, the nursing process, review of various nursing skills and orientation to the community/family visiting program. The course is informal by design and is conducted utilizing a seminar/discussion approach. Prerequisite: Matriculation in the UNE ADN Program.

### 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 220 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. Elements of wellness, culture and diversity, family, nutrition, pharmacology, legal and ethical aspects, communication, client teaching and critical thinking are integrated with the concepts of health and human needs. Prerequisites: NSG 100, PSY 220, 270 and BIO 209 must be completed or taken concurrently.

### NSG 201 10 credits Nursing III

This course is designed to provide opportunity for the student to care for clients of varying ages who have selected, more complex physical problems. Nursing skills continue to be learned in the nursing lab. Students are offered the opportunity to 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. Elements of culture, family, health, nutrition, pharmacology, legal/ethical aspects, communication, and patient teaching within a changing health care system are integrated where applicable. Prerequisites: NSG 102 and BIO 226 must be completed or taken concurrently.

### NSG 203 Nursing IV NSG 203A 3 credits

#### 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.

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**NSG 222** **3 credits**

**Health Status Assessment**

The course focuses on learning and applying skills in assessing the health status of adults and children. Emphasis is placed on health history taking, interviewing individuals, and health status assessment. Prerequisite: NSG 130, BIO 208, 209 or permission of the faculty.

**NSG 223** **4 credits**

**Nursing Care of Adults with Acute Illness**

The course emphasizes theoretical principles and clinical experiences necessary for the provision of nursing care to adults with acute illness. Students expand their scope of practice through emphasis on organizational skills and participation with other health care providers in the coordination of nursing care. Legal and ethical issues relative to the rights of individuals within the hospital environment are explored. Students continue examination of nursing theories as a foundation for meeting the health maintenance needs of adults with acute illness. Prerequisite: Successful completion of first-year or permission of the faculty.

**NSG 225** **3 credits**

**Pharmacological Concepts for Nursing Practice**

This course introduces students to the scientific knowledge-base underlying the administration of prescription and over-the-counter drugs to individuals. The pharmacokinetics/pharmacodynamics of major classifications of drugs are discussed with an emphasis on the benefits and risks of drug therapy with the adult population. The nurse's role in evaluating the efficacy and safety of administered drugs is stressed. Use of a prototype drug for each major group/classification of drugs is selected as a teaching method to facilitate assimilation of course material. Legal and ethical issues regarding drug ad-

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focus of the community-based didactic and clinical experience. Prerequisites: Successful completion of third year or permission of faculty.

**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 third year or permission of faculty.

**NSG 411** **4 credits**  
**Nursing Care of the Child-Rearing Family**

This course examines the impact of stress and illness on the child and family as a unit. Students explore ways families uniquely respond and cope with stress. Emphasis is on family-centered nursing care of the child. Students draw on knowledge of growth and development, the sciences, and family dynamics to meet the needs of the child. A variety of clinical settings enables the student to develop an understanding of the complexity of child-family nursing care. Prerequisite: Successful completion of third year or permission of the faculty.

**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









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.

**OLP 325** **3 credits**  
**Group Dynamics and Team-Building**

*(Westbrook College Campus only)*

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 440** **3 credits**  
**Organizational Change**

*(Westbrook College Campus only)*

The 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**

*(Westbrook College Campus only)*

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 440.

**OLP 460** **3 credits**  
**Organizational Leadership**

*(Westbrook College Campus only)*

The 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 490** **Variable Credit (1-6)**  
**Advanced Studies in Organizational Leadership**

*(Westbrook College Campus only)*

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**

*(Westbrook College Campus only)*

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.

**PHI 160** **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 220** **3 credits**  
**Thinking Critically About Science,  
Pseudo Science, and New Age Ideas**

The subjects of this course are traditional science and the variety of studies at the fringe of science such as theories of ancient astronauts, UFO's, the healing power of crystals, ghosts and the occult. After a consideration of what critical thinking is, the course focuses on what these theories mean and what evidence is given to support them. Students compare patterns of reasoning in science and in these less traditional subjects. Finally, consideration is given to whether or not one ought to believe these theories.

**PHI 300** **3 credits**  
**Ethics and Careers**

After a discussion of the nature of moral judgments and an evaluation of various kinds of ethical reasoning, students will be asked to consider the ethical dimensions of their working lives and will begin to learn to analyze and evaluate solutions to a variety of ethical dilemmas that might arise on the job and in everyday life.

**PHI 301** **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.

**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.

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**PTH 305** **7 credits**  
**Kinesiology**

*(University Campus Only)*

An in-depth analysis of human motion with an emphasis on biomechanics, analysis of human motion, normal and abnormal gait and posture, and total patterns of motion. Classroom and laboratory experiences are closely integrated with gross anatomy.

**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.

**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, 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 managements 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 (1997) 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 direct 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 direct interventions including: aerobic conditioning, functional training in self-care and home management, and airway



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**  
**Research Proposal**

**2 credits**

*(University Campus Only)*

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**

*(University Campus only)*

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, affecting 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.**

*(University Campus only)*

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 - Exploration: 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 110** **3 credits**  
**Career Development**

*(University Campus only)*

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 120** **3 credits**  
**Introduction to Psychobiology**

*(University Campus only)*

This course will be a survey of important theories, issues and empirical techniques in the interdisciplinary field of psychobiology. The course will emphasize both proximate and ultimate mechanisms and explanations for animal behavior.

**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**

*(University Campus only)*

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**

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**PSY 285** **3 credits**  
**Research Methods**

*(University Campus only)*

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**

*(University Campus only)*

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.

**PSY 300, 301, 302** **3 credits**  
**Psychology Internship**

*(University Campus only)*

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**

*Also applies to SOC 305, 405*

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**

*(University Campus only)*

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**

*(University Campus only)*

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**

*(University Campus only)*

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**

*(University Campus only)*

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**

*(University Campus only)*

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**

*(University Campus only)*

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**

*(University Campus only)*

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 200.

**PSY 365** **3 credits**  
**Biological Bases of Behavior**

*(University Campus only)*

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**

*(University Campus only)*

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-375** **3 credits**  
**Learning and Cognition**

*(University Campus only)*

The course examines current research on learning and cognition with an emphasis on understanding everyday learning, thinking, and reasoning. Beginning with an historical overview of approaches to the subject area, the various theories of knowledge acquisition, processing, and use will be reviewed, focusing 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, animal learning, operant & classical conditioning, generalization, decision-making, creativity, and artificial intelligence. Prerequisite: PSY 105 and must have completed PSY220 and PSY270 or be taking the latter concurrently.

**PSY 410** **3 credits**  
**Theory, Research, and Practice of  
Counseling Psychology**

*(University Campus only)*

This course is intended to be a general introduction to the

**PSY 415** **3 credits**  
**Multicultural Counseling**

The purpose of this course is to call attention to the multicultural framework in which counseling takes place. To be more specific, the unique experiences and needs of several groups within American society that share the common experience of oppression will be examined. These groups have often been inadequately served by the mental health field due to ignorance, racism, sexism, intolerance, and inadequate training. More specifically, this course will examine the following groups: African Americans, Hispanic/Latin Americans, Asian Americans, Native Americans, persons with disabilities, women, the elderly, and gay/lesbian persons. This course is designed to assist the beginning mental health professional in becoming aware of the needs of persons within these various groups in order to effectively intervene within a multicultural therapeutic context. Prerequisites: Psychology 410: Theory, Research, and Practice of Counseling Psychology, and Psychology 295: Listening and Communication Skills

**PSY 420** **3 credits**  
**Comparative Animal Behavior**

*(University Campus only)*

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**

*(University Campus only)*

The course stresses the acquisition of research skills which are needed for naturalistic and laboratory observation in the study of animal behavior. Several projects within the areas of feeding, aggression, reproduction, and learning will be researched by students working in small groups. Prerequisite: Fourth-year status.

**PSY 440** **3 credits**  
**Sensation and Perception**

*(University Campus only)*

This course will explore theories of and research on sensory and perceptual processes from a comparative psychology perspective. Prerequisite: Fourth-year status.

**PSR 460, 461** **1 credit each**  
**Fourth-year Seminar I and II**

*(University Campus only)*

These courses provide an opportunity for students in psychology and social relations 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.

**PSR 450** **3 credits**  
**Fourth-year Thesis**

*(University Campus only)*

The purpose of this course is to serve as capstone experience which will integrate all of the student's course work, as

## Sociology

### **SOC 105** **3 credits** **Popular Culture**

*(University Campus only)*

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 110** **3 credits** **Race, Class, and Gender: Sociological Perspectives**

*(University Campus only)*

This course is designed to enhance understanding of cultural diversity and social inequalities. Racial and ethnic heritages, gender, and socioeconomic classes and their role in identity formation are explored, as are 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 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 207** **3 credits** **Introduction to the Study of the Family**

*(University Campus only)*

This course will explore the family as it relates both to its own individual members and to society at large. Emphasis will be placed on the changing structure and function of the family as an institution as well as on various concepts related to the family including roles, child-rearing, and cross-cultural differences. Prerequisite: SOC 150.

### **SOC 208** **3 credits** **Tribal Cultures**

*(University Campus only)*

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 210** **3 credits** **Ethnic Variations of the American Family**

Designed to eliminate the concept of the “melting pot”, this course will focus on the differences and similarities among the diverse ethnic populations found in contemporary American society. Particular emphasis will be placed on the value systems, kinship, and support systems, and the patterns of family life within each of these ethnic populations through selected readings and class discussion. Prerequisite: SOC 150.

### **SOC 215** **3 credits** **Poverty**

*(University Campus only)*

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 300, 301, 302** **3 credits** **Sociology Internship**

*(University Campus only)*

Similar to PSY 300, 301, 302 but with emphasis on community aspects of the experience. See description for PSY 300.

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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**

*(University Campus only)*

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.

## 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. Permission of the instructor required.

**SPA/GLS 250, 350** **8 credits**  
**Immersion Spanish**

Spanish taught in an individually paced program involving total language immersion. This course is taught in Mexico as part of the Global Studies program.

## 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.

## Sports & Fitness Management

**SFM 101** **3 credits**  
**Sports and Fitness in Society**

*(University Campus only)*

This course provides an overview of the fields of sports and fitness management 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 sports and fitness management in the future. **SFM 101**

(University Campus only)avaicourse

**SFM 150** **3 credits**  
**Sociology of Sports**

*(University Campus only)*

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: SFM 101.

**SFM 201** **3 credits**  
**Underwater Exploration and Resource Management**

*(University Campus only)*

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.

**SFM 205** **3 credits**  
**Learning and Leadership Development Adventures**

*(University Campus only)*

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: SFM 101

**SFM 210** **3 credits**  
**Fundamentals of Nutrition and Exercise**

*(University Campus only)*

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: SFM 120.

**SFM 260** **3 credits**  
**Research Methods**

*(University Campus only)*

This course develops competencies needed to analyze, critique, and evaluate research in the areas of recreation, health, sports medicine, exercise science, and fitness 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 inter-relationship between scientific investigation and practical application. Prerequisite: Statistics, SFM 101.

**SFM 280** **3 credits**  
**Health Promotion and Wellness Programs**

*(University Campus only)*

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: SFM 120.

**SFM 310** **3 credits**  
**Kinesiology and Biomechanics**

*(University Campus only)*

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: SFM 130.

**SFM 315** **3 credits**  
**Sports Psychology**

*(University Campus only)*

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, SFM 101.

**SFM 320** **3 credits**  
**Exercise Physiology**

*(University Campus only)*

This course studies the nervous, circulatory and respiratory systems and allows students analyze the immediate and long range effects of exercise on the human body. Prerequisites: BIO 245, BIO 345, SFM 120, SFM 210.

**SFM 330** **3 credits**  
**Fitness Evaluation and Prescription**

*(University Campus only)*

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 200, SFM 310, SFM 320.

**SFM 340** **3 credits**  
**Program and Facilities Management**

*(University Campus only)*

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 in i.98 in moreatioin ject plm ma-

# 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:

**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 Arts and Sciences***

**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***

**Post-Masters Certificate Program, *College of Arts and Sciences***

**Certificate of Advanced Graduate Study in Education Leadership**

**School Leadership Certification Program**

**Post-Baccalaureate Certificate Programs, *College of Health Professions***

**Addictions Counseling**

**Gerontology**

**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](mailto: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 for the training of veterans under all federal and state laws. The University encourages active and retired military, National Guard and reservists, as well as veterans to



## **Option II: Monthly Payment Plans**

The UNE Installment Plan (IP) spreads the charges



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# 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 resource or liaison to other services including Religious Services information, Dining Services, and University Health Care.

## Graduate & Medical Student Affairs

The Office of Graduate and Medical Student Affairs in Stella Maris on the University Campus serves as the primary liaison for graduate students within the College of Health Professions (CHP), the College of Arts & Sciences (CAS), and College of Osteopathic Medicine (COM). They are responsible for developing and administering programs and services to support graduate, medical, and certificate students. The staff also produce informational newsletters for students, advise graduate and medical student organizations, and advocate on behalf of students.

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. Numerous clubs and organizations are open to membership and graduate students are encouraged to pursue membership in any group that is of interest to them. A complete list of student organizations can be found on the Student Activities and Office of Graduate and Medical Student Affairs websites. Students may also develop new student organizations. For more information, contact the Office of Graduate and Medical Student Affairs (extension 2329).

You are invited to visit the Student Life web site at <http://www.une.edu/sl/sl2.html>, where you will find additional information about life outside of the classroom at the University of New England.

## Graduate Student Orientation

Each of the academic programs offers a separate orientation session to assist incoming graduate students with their transition to the University. 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.

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.

## **Graduate Student Government (GSG)**

The Graduate Student Government is comprised of representatives from each of the graduate programs (Nurse Anesthesia, Physician Assistant, Social Work, Teler



### **Campus Center - University Campus**

The Campus Center houses a 25-yard/6-lane handi-capped 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.

### **Finley Center - Westbrook College Campus**

The Beverly Burpee Finley Recreation Center includes 11,000 square feet of gymnasium, a fitness center and multi-purpose room and locker room facilities. A wide

## **Club Sport Council**

This organization 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.

## **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

please contact your academic program office. If State-mandated immunizations are not completed with five (5) business days after the beginning of classes, students must 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 combined collections of the Jack S. Ketchum Library on the University campus and the Josephine S. Abplanalp '45 Library on the Westbrook College campus provide access to over 150,000 volumes and approximately 1300 current periodical titles. In addition, videos, compact discs, and audio cassettes are available. Web-interface databases are accessible from the UNE Libraries Homepage.

All students, faculty and staff have access to library services on both campuses including:

- online public access catalog
- print and computerized bibliographic databases
- World Wide Web Access
- reference and research assistance
- individual and course-related library research instruction
- online literature searches
- circulation, interlibrary loan and reserve reading privileges
- photocopiers and microfilm reader/printers
- group and individual study space.

Students, faculty, and staff with a valid UNE ID card may borrow materials at either library. Through membership in cooperative library networks, the UNE Libraries provide access to information and library resources nationwide. Researchers who are not affiliated with the University may use materials within the libraries. Librarians are available to assist with general questions or in-depth research.

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, and has a special collection of Historical Osteopathic Literatures. T6fts the currage.-0.(ber-0.9608 0 w9 0 TD  
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valuable and permanent commentary on Westbrook's



The student should submit to the Office of the Registrar (at the University Campus) or the Student Policies



## **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.

## **Master of Physical Therapy** *College of Health Professions*

The program of study in physical therapy at UNE combines a two-year pre-professional program with a three-year professional program and is open to undergraduates and individuals who have a college degree. Students who complete the core curriculum of the College of Arts and Sciences and other prerequisites receive a Bachelor of Science degree, with a major in Health Sciences, after four years and a Master of Physical Therapy (MPT) degree after completing the professional education program. Individuals who already have a college degree in a field other than physical therapy are admitted directly to the professional education program and receive the MPT degree after completing the professional education program.

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 of The 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.

Barnhart, David L.  
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  
Ed.D, University of Massachusetts, Amherst; M.A. The American University School for International Service; B.S.,  
University of Maine - Sociology.

Binger, Diane  
M.S., State University of New York - Counselor Education; B.S., State University of New York - Health Education.

Diehl, Timothy  
M.S., Florida Atlantic University - Education; B.S., Florida Atlantic University -  
Elementary / Secondary Education; B.A., Florida Atlantic University - Business Administration.

Ford, Charles  
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.

Golding, Jane E.  
M.S., University of Southern Maine - Reading; B.S., University of Southern Maine - Education.

Hatch, Sherrilyn K.  
Ed.D., Boston College - Curriculum and Supervision; M.S., Southeast Missouri State University - Special Education/  
Language Therapy.

Koch, Larry  
Ed.D., University of Maine - Administrative Perceptions; Certificate of Advanced Study in Educational  
Administration; M.S., State University College of New York - Elementary Education; B.S., State University College  
of New York - Secondary Education.

McCann, Joyce  
Ed.D., Boston University - Special Education; M.S., University of Southern Maine - Reading; B.A., St. Joseph's  
College - History / English.

Murphy, David  
Ed.D., NOVA Southeastern University - Educational Leadership; M.S., Bridgewater State College - School  
Administration; B.A., Stonehill College - Elementary Education.

*Continued next page--*

Norbert, Mary

M.S., University of New England; B.A., Boston College - Secondary Education / English.

O'Connor, Maura

M.A., Fairfield University - Instructional Computer Science; B.A., Saint Joseph College- Special Education/ Child Study

Prince, Sanford J.

M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Elementary Education.

Prince, Susan

M.S., University of Southern Maine - Professional Teacher / Exceptionality; B.S., University of Maine - Early Childhood Education.

Scudiere, Paul J.

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

Ed.D., Columbia University - Staff / Organization; M.S., Lesley College - Learning Disabilities / Special Needs; B.S., Syracuse University - Elementary Education.

Wood, Michael

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.

## 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:

- Attend an orientation seminar.
- Work as a participating member of a collegial study team.
- Have access to a video player and television.
- 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.
- 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 with three admissions documents.
- \$40 non-refundable application fee.
- A complete resume.
- 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-masters 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.
- Minimum of two (2) letters of recommendation written by persons with specific knowledge of your academic skills and teaching competence (letters must be sent directly from authors to UNE).

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 Office of the Registrar. Students may also register with a credit card by toll-free telephone or fax.

## Orientation

All newly admitted students are required to attend an orientation session at a convenient location in their area. 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.
- Meet faculty mentors and staff.
- Meet potential study team members.
- 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 accred-





**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 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)

**EDU 560** **1 credit**  
**Collaborative Action Research, Part 1**

This module 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 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 568** **3 credits**  
**Including Students with  
Special Needs in the Classroom**

This course focuses on the needs of students with learning problems, attention disorders, behavior disorders, and students who are gifted and talented. Participants learn how to utilize specific accommodations in the classroom to meet the special needs of their students. Focus is also placed on the regarding students with disabilities are explored.

**EDU 570** **3 credits**  
**Current Issues in Education**

This course examines current developments impacting teaching and learning, including strategies for integrating technology into the existing school curriculum and for creating innovative instructional modules.

**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*

## **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.

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## **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**

1. Graduation activities including cost of banquet, speakers, and diplomas.
2. Student Senate (Government) activities including support for clubs, programs, cultural events, etc.
3. Health Center services providing high quality health care services.
4. Campus Center featuring a gymnasium, running track, pool, fitness center with racquetball courts, snack bar, and bookstore.
5. Athletic events including intramural programs and all intercollegiate home games.

## Technology Fee

A \$75 Technology Fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail (e-mail) accounts, and web mail administration. The e-mail accounts, which all matriculating UNE students receive as part of their Technology Fee, 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.

## 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 184 for information.

## 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.

## 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 providing authorization by the CHP Academic Dean, MSNA Program Director or designate. Students must complete the required "Request for Leave of Absence" form available from the Program Director, Graduate Student Affairs, Student Administrative 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 required to reapply. Note: It is the responsibility of the student to contact the office of the CHP Academic Dean or the MSNA Program 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%

## University Withdrawal

All matriculated students in the MSNA Program who wish to withdraw from the University must complete the "Notice of Student Withdrawal" form available from the MSNA Program Director, Graduate Student Affairs Office, Student Administrative Services Center (WCC), or the Office of the Registrar (UC). Verbal notice is not sufficient. 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. Any student wishing to re-enroll at the University must reapply through the Office of Admissions.

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 MSNA students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

### Based on a semester length of 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
Attend First Class	Full refund
After Second Class	No refund

## 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.

## Refunds - Other Fees

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

## 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









**ANE 622** **1 credit**

**Principles of 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.





## **Transfer Students**

Although it would be an unusual circumstance, admitted students who have taken classes as a part of a masters level Physician Assistant Program or other graduate-level courses may qualify for advanced placement credit. Students must provide the Program with an official copy of their transcript from the other Physician Assistant Program along with course descriptions from the college catalog and syllabi for any courses they wish to obtain credit for. The Physician Assistant Program faculty will make advanced placement credit decisions on a case-by-case basis based on the individual course content and how it relates to the MSPA curriculum.

## **Advanced Standing**

Admitted individuals with extraordinary credentials in the basic science disciplines may be allowed to apply for credit for a particular course or courses. All applicants, regardless of their intent, must apply as if seeking first year enrollment, must meet all of the minimum entrance requirements, and be accepted to the program before applying for advanced standing. Criteria by which advanced standing is determined is established by each Department/Chairperson/Course Instructor.

## **Tuition and Fees**

Tuition for the 12 month academic year 2000-2001 is \$18,955. Tuition for subsequent years may vary. General services fee is \$230 (see below for details). Other expenses include books, housing, student fees and labo-

Several hospitals, such as the Veterans Hospital, may offer scholarships in return for guaranteed service for a specific time period after graduation.

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 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.

## 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 providing authorization by the CHP Academic Dean, MSPA Program Director or designate. Students must complete the required "Request for Leave of Absence" form available from the Program Director, Student Affairs, Student Administrative 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 required to re-apply. Note: It is the responsibility of the student to contact the office of the CHP Academic Dean or Program 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%

## University Withdrawal

All matriculated students in the MSPA Program who wish to withdraw from the University must complete the "Notice of Student Withdrawal" form available from the MSPA Program Director, Graduate Student Affairs Office, Student Administrative Services Center (WCC), or the Office of the Registrar (UC). Verbal notice is not sufficient. 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. Any student wishing to re-enroll at the University must reapply through the Office of Admissions.

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 MSPA students leaving the University during a semester will be made as follows after deducting reservation/admission deposits:

### **Based on a semester length of 14 - 16 weeks**

<b>Fall/Spring/Summer</b>	<b>Tuition Refunds</b>
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

### **Short-Term Courses (3-8 weeks)**

<b>Fall/Spring/Summer</b>	<b>Tuition Refunds</b>
Attend First Class	Full refund
After Second Class	No refund

### **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.

### **Refunds - Other Fees**

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

### **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



## Spring

January - May (20 weeks)

PAC 511-Community Medicine	1
PAC 514- Research II	1
PAC 520- Behavioral Medicine	2
PAC 530 - Epidemiology	1
PAC 537 - Emergency Medicine and Surgery	4
PAC 533 - Physical Assessment III	2
PAC 534 - Research Methods	2
PAC 536 - Integrating Seminar III	1
PAC 538 - Pharmacology II	2
PAC 539 - Integrated Clinical Medicine III	8

Semester total = 22

## 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 - OB/Gyn	4
PAC 606 - Geriatrics	4
PAC 607 - Family Medicine	4
PAC 608 - Rural Family Medicine	4
PAC 609 - Psychiatry/ Substance Abuse	4
PAC 610- Electives	4
PAC 611- Rotation Seminars	4
PAC 624 - Research Methods II	4
PAC 620 - Preparation for Certification	4

Semester Total = 56

## 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** **3 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**

#### Physical Assessment I

Comprehensive history taking and physical examination skills are taught using video tapes, demonstrations and small group practical sessions. This provides a basis for learning problem focused diagnostic evaluation skills.

**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



**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**

Eight weeks of Family Medicine, eight weeks of Internal Medicine, four weeks of Emergency Medicine, Surgery, Pediatrics, OB/GYN, Geriatrics, Psychiatry/Substance Abuse, and eight weeks of electives.

There is a six (6) 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, inclusive of Pediatrics, Obstetrics & Gynecology, Geriatrics, and General Adult Medicine.

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 remote or other locations are made according to the student's performance and supervision needs as determined by the Program.

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. Where possible, preference for assignments will be given to those students living nearest to the approved sites.

**PAC 609** **2 credits**  
**End of Rotation Seminar**

Return to campus at the end of selected rotations for written and clinical exams, lectures, and case presentations.

**PAC 624** **1 credit**  
**Research Methods II**

Students complete their Research Project and given an oral presentation to faculty and students.

**PAC 620** **1 credit**  
**Preparation for Certification**

Students learn techniques which can be used when studying for the NCCPA Certification Board Examination.

## 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.

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

7 University of Arkansas; B.1 Iowa Fordhamsity)65.7(.)JTJ0 -OhioD-0.0152 Tc90.0628 Tw[(Gray)68UNY 2ne A.

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.



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

The current tuition and fee schedule is included in each application packet forwarded to all prospective students. If it is not, call the School to request one at 1-207-283-0171 X2563.

## 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 \$20 fee that is charged to the MSW 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. Health Center services providing high quality health care services.
4. Campus Center featuring a gymnasium, running track, pool, fitness center with racquetball courts, snack bar, and bookstore.
5. Athletic events including intramural programs and all intercollegiate home games.

## Technology Fee

A \$75 Technology Fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web mail (e-mail) accounts, and web mail administration. The e-mail accounts, which all matriculating UNE students receive as part of their Technology Fee, 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.

## 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 Pass/Fail grading system. A grade of Pass is assumed to be minimally equal to a “B.” Students needing letter grades to qualify for agency reimbursement, to apply to doctoral programs,

## **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 Administrative 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.

## **Withdrawal Refund Schedule**

Refunds for matriculated MSW students leaving the

## 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 concentrations and advanced knowledge base.

**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

**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:

<b>SSW 585</b>	<b>Substance Abuse</b>
<b>SSW 592</b>	<b>Object Relations and Self Psychology</b>
<b>SSW 597</b>	<b>Advanced Psychosocial Assessment</b>
<b>SSW 601</b>	<b>Independent Study</b>
<b>SSW 604</b>	<b>Comparative Clinical Theories</b>
<b>SSW 605</b>	<b>Advanced Organizational &amp; Community Assessment</b>
<b>SSW 607</b>	<b>Social Work Practice with Sexual Minorities</b>

<b>SSW 608</b>	<b>Grant Writing</b>
<b>SSW 610</b>	<b>Social Work Practice in the Political Arena</b>
<b>SSW 611</b>	<b>Domestic Violence: Working with Battered Women</b>
<b>SSW 613</b>	<b>Advanced Trauma Based Seminar</b>
<b>SSW 618</b>	<b>Homelessness and Social Work Practice</b>
<b>SSW 621</b>	<b>DSM IV</b>
<b>SSW 622</b>	<b>Child Welfare Policy and Practice</b>
<b>SSW 624</b>	<b>Legal and Ethical Issues in Social Work</b>
<b>SSW 627</b>	<b>Pharmacology:Drugs and Behavior</b>
<b>SSW 628</b>	<b>Social Work and Creative Arts</b>
<b>SSW 629</b>	<b>Policy Analysis</b>
<b>SSW 698</b>	<b>Social Work Practice with the Elderly</b>

**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.

# Certificate of Advanced Graduate Study in Educational Leadership

*Department of Education - College of Arts and Sciences*

## Overview

The Certificate of Advanced Graduate Study (CAGS) in Educational Leadership is a post-masters program of study consisting of eight to ten graduate-level courses. This program has been designed to offer high-quality, cost-effective, and innovative curricula delivered through an online, Internet format. Each student who matriculates in the program is assigned a UNE faculty mentor to guide/monitor academic progress. Emphasis is on further developing the skills and knowledge of school administrators and other educators who wish to assume significant leadership roles in their schools, educational institutions, and communities.

## Program Objectives/Outcomes

- Meet the need for preparing more educators who will assume leadership roles in schools and communities throughout the U.S.
- Increase participants' understanding of technology in education as a means of meeting their own goals as well as those of their students.
- Provide experienced educators with a renewed interest

considered, and will be determined at the discretion of program faculty. Individuals who matriculate in 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 degree requirements by enrolling in certain UNE graduate courses. The CAGS program is





**EDU 707** **3 credits**

**Instructional Leadership (Elective)**

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 710** **3 credits**

**Applied Research Project (Required)**

**EDU 708** **3 credits**

**Instructional Technology for the Information Age (Elective)**

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 an 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**

**School Finance (Elective)**

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.



to those who have less than a 3.0 cumulative average in professional education course work. Individuals in either of these two categories believing that their circumstances merit special consideration must submit a separate page(s) documenting the special circumstances; otherwise, the application will not be considered. The SLP requires students to earn a "B" or better in any course taken at UNE. Thus, the conditional admission applicant must demonstrate (in addition to determination) that "B" course work at UNE is a reasonable expectation. This category often carries specific requirements prior to being granted unconditional admission status. Requests for conditional admission are reviewed by faculty committee.

### **Program/Course Work Expectations**

Although Maine's Department of Education will determine courses or knowledge areas necessary for certification, a determination for each applicant will be made by UNE regarding courses or seminars needed to prior to sponsorship of a practicum. Individuals who are seeking admission to the SLP, and who have met all other requirements for state certification except for the practicum, may be required to take *EDU 585 - Seminar in Administration: Educational Leadership*. A "program of studies" is developed with each student upon acceptance.

Additional courses or seminars may be required if:

- the student has professional education courses in which a grade less than "C" was earned;
- previous courses in school administration were taken more than seven (7) years prior to application; and
- it is in the advisor or program director's judgment that a student would benefit from additional course work in



*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

## **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.

## **Drop Course(s)**

If you wish to drop a course you may do so by contacting, **in writing**, the Registrar's Office on the University Campus. You will receive a full refund of your tuition if you officially drop a course prior to the second class. There will be no refunds after the second class.

## **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 providing authorization by the CHP Academic Dean, ACCP or GER Coordinator or designate. Students must complete the required "Request for Leave of Absence" form available from the

**Based on a semester length of 14 - 16 weeks**

<b>Fall\Spring\Summer</b>	<b>Tuition Refunds</b>
During first two weeks	80%
During third week	60%
During fourth week	40%
Over four weeks	No refund

**Short-Term Courses (3-8 weeks)**

<b>Fall\Spring\Summer</b>	<b>Tuition Refunds</b>
During first week	40%
During second week	20%
Over two weeks	No refund

**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

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## 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)**

##### **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 505**

##### **Aging in Rurality**

This course involves critical analysis of the psychological, social, and health care needs from rural elders' perspectives. An overview of special issues confronting the aged as they age in place in rural New England will be examined. Both special methods of health care and service delivery in rural areas will be explored with an emphasis on both practice based solutions as well as

**ADMINISTRATION,  
ACADEMIC  
CALENDAR, and INDEX**



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