

UNIVERSITY of NEW ENGLAND

1999-2000 Catalog

Undergraduate and Graduate Programs

of the

College of Arts and Sciences

and the

College of Health Professions

1831

Notice

Print date on this document is August 20, 1999. Subject to change - see page 6, **Accreditation, Memberships, and Other Notices**. To be made available in hard copy format to all first-time matriculated students entering in the academic year 1999-2000; *-or-* available electronically through the University of New England's Web Page*

University Campus

11 Hills Beach Road
Biddeford, Maine 04005-9599

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Westbrook College Campus

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Portland, Maine 04103-7225

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**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



About the University of New England

The University of New England

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

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

University Mission Statement

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

Accreditation, Memberships, and Other Notices

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states. Accreditation by the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators. The education program leading to elementary certification is approved by the State of Maine Department of Education. The Physical Therapy educational program is accredited by the American Physical Therapy Association. The Occupational Therapy educational program is accredited by the American Occupational Therapy Association. Nursing programs are accredited by the National League of Nursing. Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation. The Social Work program is accredited by the Commission on Accreditation on the Council of Social Work Education. The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Physician Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs. The College of Osteopathic Medicine is accredited by the Bureau of Professional Education of the American Osteopathic Association.

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

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

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

The financial requirements of the University, changing costs and other matters may require an adjustment of charges and expenses listed herein. The University reserves the right to make such adjustments to charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees, up to the date of

registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the cognizant departments or programs, approved by the appropriate academic dean, the academic council, and the faculty. While each student may work closely with an academic advisor, he or she must retain individual responsibility for meeting requirements in this catalog and for being aware of any changes in provisions or requirements.

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

Three Colleges, Continuing Education, and Two Campuses

The College of Arts and Sciences

The College of Arts and Sciences (CAS) offers preparation for the undergraduate degrees of Bachelor of Arts and Bachelor of Science. CAS also offers Master of Science degrees in Education, Occupational Therapy and Physical Therapy. CAS offers programs of study at both the University Campus and Westbrook College Campus.

The College of Health Professions

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

College of Health Professions Mission

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

The College of Osteopathic Medicine

The medical college of the University, known as the University of New England College of Osteopathic Medicine (UNECOM), prepares students to become

osteopathic physicians. About two-thirds of recent graduates pursue careers in primary care. Graduates receive the Doctor of Osteopathy (D.O.) degree.

Office of Continuing Education

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

University Campus

Biddeford, Maine

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

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

Stella Maris Hall

Stella Maris Hall houses faculty research laboratories and classrooms, as well as faculty and administrative offices and conference rooms.

Sanford F. Petts University Health Center

The Sanford F. Petts University Health Center is the base clinical facility for University 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

There are other academic buildings on the UNE campus as well. Marcil Hall is a three story building primarily for class and conference rooms. Decary Hall houses the College of Arts and Sciences and the College of Health Professions, and classrooms, labs, faculty/administrative offices, facilities maintenance shops, mailroom, and cafeteria. Five undergraduate residence halls, a security building, some portable classroom and office space, and the graduate housing park are also on campus. The University's admissions office is located across Highway 9 in its own building.

The Community in Proximity to University Campus

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

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

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 Maine Women Writers Collection.

The Maine Women Writers Collection in the Westbrook College Campus Abplanalp Library is a pre-eminent special collection of literary, cultural and social history sources by and about women authors, either natives or residents of Maine. It was recently selected as a national literary landmark.

The Westbrook College Gallery houses a permanent collection of paintings, sculptures, drawings and photography by nationally and internationally famous art-

ists. The Gallery also serves as a venue for the exhibition of works by outstanding regional artists.

Eleanor DeWolfe Ludcke Auditorium

The Eleanor DeWolfe Ludcke Auditorium is the site of College convocations, student meetings, concerts, plays, seminars, and workshops. The auditorium, dedicated in the fall of 1986, is located in the College's landmark wooden Gothic church building. The structure was built in 1867. Creation of the auditorium, as well as the recent renovation and restoration of the structure, were made possible by the generosity of Mrs. Ludcke, a 1926 alumna.

Bookstore

The Westbrook College Bookstore is located in the Alexander Hall Student Union and serves the entire college community. Besides providing both new and used textbooks, the store offers an assortment of school supplies, clothing, greeting cards, best-sellers, toiletries and more. Special orders are taken for books not in stock.

College History Room

The College History Room was established in 1989 to preserve writings and memorabilia which document the history of Westbrook College since its founding in 1831. Collections of published and nonpublished sources provide valuable and permanent commentary on Westbrook's founding, development, organization and achievements. A small but distinctive array of 19th century photographs, day journals, student papers and student life programs attract the interest of contemporary student writers and historians. The College History Room is located in the Abplanalp Library.

The Children's Center

The Children's Center serves as a laboratory school for students of early childhood education. Located on the Westbrook Campus, the Center provides an educational daycare program based on developmental principles for children eighteen months to five years of age. Working as team members with master teachers, students gain practical skills and knowledge about how children develop socially, cognitively, and emotionally. The Children's Center is open to the public. The Center is accredited by the National Academy of Early Childhood programs. The Academy recognizes programs which meet national standards of quality in early childhood education.

The Academic Computer Center

The Academic Computer Center at Westbrook College provides computing resources for students and faculty. Our central facility, located in Proctor Hall, contains 32 computers in two separate laboratories. Smaller clusters of public-access computers continue to proliferate elsewhere on campus, in the academic departments and in the Library. Recent additions to our equipment array include a high-speed modem (for telecommunications) and a CD-ROM drive. An ever-expanding local area network delivers easy access to our comprehensive software collection.

The computer labs may be reserved for classes, but most of the time they are available for students using word processing, business and scientific software, graphics packages, and assorted instructional programs such as simulation-games and computer-based quizzes.

Satellite Video Conference Center

A wide variety of live programming from all across the nation is brought to Westbrook's campus through the Satellite Video Teleconference Center. From early childhood education to nursing to computer technology, programs featuring national experts are brought live to our students and to the community. In most cases, our dedicated phone line allows participants to speak directly to the presenters.

Art, Activities, and Cultural Resources

Crosley Lecture Series

The Crosley Lecture Series is an annual endowed series addressing ethical concerns in contemporary life. The series focuses on issues in health care, business, and the arts and sciences; the College's three major areas of instruction. The series brings speakers of distinction to campus. The lectures are free and open to the public. The series was endowed by Trustee Barbara Goodbody and members of her family in memory of Mrs. Goodbody's great-grandparents, the Reverend Francis Marion Crosley and Mehitable Swift Crosley.

Richard F. Bond Enrichment Series

The Richard F. Bond Enrichment Series is an annual series of College-sponsored concerts, classic and contemporary films, readings, dance programs, and exhibitions from both local and national artists and experts.

The series provides students with many opportunities for both entertainment and enrichment, and is an important part of the total college experience. The series was named in honor of Richard F. Bond, Dean of the College from 1959 to 1980.

Maine Women Writers Collection

The Maine Women Writers Collection is a pre-eminent special collection 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.

Founded in 1959 to honor the writings of Maine women achieving literary recognition, the Collection now has over 4,000 volumes on more than 500 Maine women writers. The collection also includes correspondence, photographs, personal papers, manuscripts, typescripts, artifacts, and audio cassettes that provide insight into the lives and writing of both well-known and obscure Maine women writers. The Maine Women Writers Collection is housed in a special wing of the Josephine S. Abplanalp Library.

Permanent Photography Collection

The College's Permanent Photography Collection, begun only a few years ago, has grown to nearly 100 images. The collection features the work of such world-renowned artists as Berenice Abbott, Eugene Atget, Henri Cartier-Bresson, Lewis Hine, Lotte Jacobi, Lisette Model, and Todd Webb, as well as the work of many fine Maine photographers.

The collection is a resource for students and the public. Selections from the Permanent Photography Collection are exhibited annually.

Westbrook College Gallery

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

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.

Community Dental Hygiene Clinic

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

Services include oral inspections, cleaning, x-rays, fluoride treatments, sealant application and counseling for

preventive care. The clinic operates during the academic year and accepts patients by appointment.

Student Health Center

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

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

The Community in Proximity to the Westbrook College Campus

Portland, Maine is one of the highest rated small cities in America. The city offers a wide array of activities, education, cultural, dining, and entertainment opportunities as well as easy access to rural and coastal Maine. Portland is approximately two hours from Boston.

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 47 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 116 and 180.

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

The Department of:

Chemistry and Physical Science (see page 50) prepares students for graduate study and career opportunities in chemistry, biochemistry and related fields, and provides foundation courses in the physical sciences to students in a variety of majors. Programs are:

Program	See page
B.S. in Biochemistry	50
Chemistry Minor	51

Dental Hygiene (see page 52) prepares students for professional careers in dental hygiene on both an associate degree level and a bachelor of science level. Programs are:

Program	See page
Associate in Dental Hygiene	53
Bachelor of Science in Dental Hygiene	53

Education (see page 55) prepares teachers to improve the quality of life for children in their homes, schools, institutions, and other clinical settings. Programs are:

Program	See page
B.S. in Elementary Education	56
B.S. in Early Childhood Education	58
Teacher Certification Program	59

Humanities (see page 65) provides a core program in liberal studies for all undergraduates, and houses the degree in liberal studies. Programs are:

Program	See page
B.A. in American Studies	66
B.A. in Global Studies	66
B.A. in Liberal Studies	67
Minor in Humanities	67
Pre-Law	68

Learning Assistance and Individual Learning (see page 70) maximizes students' academic performance by helping them become confident, independent learners. The Learning Assistance Center offers four types of programs: formal courses in writing and other learning arts; learning strategies workshops; tutorial services; and individual academic counseling. Programs are:

Program	See page
Available LAC services	70
Individual Learning Program	71

Life Sciences (see page 74) 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 Environmental Science	77
B.S. in Environmental Studies	77
B.S. in Biological Sciences	78
B.S. in Marine Biology	78
B.S. in Medical Biology	79
B.S. in Medical Technology & Lab Science	79
Pre-Medical, Pre-Veterinary, Pre-Dental	79
CAS/COM 3-4 Program	80
Pre-Physician Assistant 3-2 Track	81
Environmental Studies Minor	82
Animal Studies Minor	82
Biology Minor	82
Environmental Health Minor	77
Marine Biology Minor	82

Mathematical and Computer Sciences (see page 83) offers introductory courses in mathematics and computers.

Program	See page
Mathematics Minor	84

Nursing (see page 85) 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	88
B.S. in Nursing (Generic)	89
R.N. to B.S. in Nursing	91
R.N. to M.S.N. (With Simmons College)	93
R.N. to B.S. in Nursing (Israel Branch Campus)	93

Occupational Therapy (see page 95) prepares students for professional careers in occupational therapy.

Program	See page
Master of Science in Occupational Therapy	97

Performance Management (see page 100) 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	101
B.S. in Sports & Fitness Management	102
B.S. in Athletic Training	102
B.S. in Exercise Science	103
B.S. in Organizational Leadership	104
B.S. in Management (Capstone)	104
International Health Care (Israel Branch Campus)	105

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

Program	See page
Master of Science in Physical Therapy	107

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
Minors in Social & Behavioral Sciences	113

Graduate Programs

The graduate section of this catalog, between pages 181 and 232, can be easily found on the pages which have been shaded at the right edge. 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 197.

Master of Science - Nurse Anesthesia prepares students to pursue career or promotional options in the field of medicine. See page 202.

Master of Science - Physician Assistant prepares students to pursue career or promotional options in the field of medicine. See page 209.

Master of Social Work prepares students to pursue career or promotional options in the field of social work. See page 215.

School Leadership Certificate Program prepares employees in education for promotion to administrative positions. See page 223.

Certificate Programs prepare students to pursue career or promotional options in the fields addictions or gerontology. See page 226.

Program	See page
Addictions	228
Gerontology	230

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UNDERGRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES AND POLICIES



Undergraduate Programs

Administrative Services and Policies

Admissions

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

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

Interviews and Campus Tour

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

Tours and interviews may be scheduled by contacting the Admissions Office, Monday through Friday from 9:00 a.m. - 4:30 p.m. Prospective students are encouraged to visit on a weekday if at all possible.

Undergraduate Admissions

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

- the secondary school program
- the secondary school grades and class standing
- the recommendations of guidance personnel and teachers
- the SAT I or ACT scores
- extracurricular involvement
- the admissions interview (optional unless required by the Dean of Admissions or departments)
- qualified students with equivalency certificates are also considered for admission.

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

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

All first-year applicants are required to:

- complete an application form and submit it to the Admissions Office early in the fourth year or well in advance of the beginning of the academic term for which application is being made
- submit the nonrefundable application fee of \$40
- request that the secondary school forward all academic records to the Admissions Office.
- forward all SAT I or ACT scores to the Admissions Office
- arrange to have written recommendations or references from at least two teachers (or one teacher and one guidance counselor or employer) sent to the Admissions Office.

Admissions Decisions

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

Reservation Agreement

The rolling admissions policy ensures every applicant of a prompt and definitive answer to the question of admission. Once accepted, students are required to submit a one hundred dollar (\$100) deposit that will guarantee their place in the entering class. A two hundred dollar (\$200) fee is required for ILP, transfer, and international students. In order to give accepted students enough time to hear from all colleges to which they have applied and to eliminate any undue pressure that may

affect their final decision, the reservation deposit is refundable through May 1st for students entering the Fall semester. After this date, the deposit is either credited toward the expense of the first semester's tuition or forfeited for those students withdrawing.

Adult Basic Learning Examination (ABLE)

On occasion the Admissions Office will request an applicant to take the ABLE on campus. The ABLE tests basic skills and knowledge and is a valuable tool in evaluating a student's strengths and weaknesses, and potential for college success.

Conditional Acceptance

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

Early Admissions

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

Early Decision

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

the regular admissions cycle. The timetable for early decision candidates is:

November 15	Application deadline.
December 1	Deadline for receipt of all supporting credentials.
December 23	Notification of decision.

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

Individual Learning Program (ILP)

The Individual Learning Program (ILP) is comprehensive academic support program for students who have documented learning or attentional disabilities. This program is voluntary; students with documented disabilities who do not seek such comprehensive support services will receive reasonable accommodations, as mandated by state and federal legislation, through the Office for Students with Disabilities (OSD).

Admissions Requirements for ILP

While no single criterion is used for acceptance into the ILP, the following factors are considered carefully:

- Patterns of strengths and weaknesses as noted on psycho-educational assessment report(s)
- Prior academic performance (secondary and/or college-level)
- Level of difficulty of secondary school or previous college curriculum
- Personal characteristics necessary for successful completion of the UNE curriculum, e.g., social and emotional maturity.

Application Procedure for ILP

If a student seeks admission to the ILP, he or she should check ILP on the application form. In addition, an original copy of the most recent psycho-educational evaluation should be included with the application (see page 72 for specific documentation requirements). Candidates are encouraged to coordinate their campus visit with both ILP and Admissions. Although ILP does make allowances for candidates who are not able to travel to the UNE campus prior to enrollment, an interview is strongly recommended.

Physical Examination and Immunization

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

Advanced Placement and CLEP

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

Advanced Placement

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

Exam Title	Minimum Score	Course Equiv	Credit Earned
Biology	3	BIO 100	4
	4 -or- 5	BIO 100 & 101	8
Calculus AB	3	MAT 210	4
Calculus AB	4 -or- 5	MAT 210 & 310	8
Calculus BC	3	MAT 210	4
Calculus BC	4 -or- 5	MAT 210 & 310	8
Chemistry	3	CHE 110	4
	4 -or- 5	CHE 110 & 111	8

English Lang/Comp	4	ENG 110	4
English Lit/Comp	3	ENGxxx	3
French Lang	3	FRE 100	3
French Lit	3	FRE 200	3
History: U.S.	3	HISxxx	3
Psychology	4	PSY 105	3
Spanish Lang	3	SPA 101	3

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

CLEP

To receive academic credit from the University of New England through the CLEP and Advanced Placement examinations, the student must be admitted to the University. The College Level Examination Program (CLEP) minimum score standard for each examination taken will be individually determined by the Department in which the course concerned is offered.

Transfer Admissions

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

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

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

- All students who have earned an Associate Degree in a program of study from an accredited institution that is parallel or related to the academic offerings at the University of New England are eligible for admission to the University. The student will receive credit for all courses therein, up to a total of 65 credits. However, not all of those credits will necessarily apply towards core or degree requirements.
- Students who have earned less than an Associate Degree will be granted transfer credit for those courses completed at an accredited institution that parallel or relate to courses offered by the University with a grade of C- or higher. Some restrictions may apply. Refer to program descriptions for further information.
- All eligible students with a grade point average of at least 2.5 will be considered for admission to the University; students with a grade point average below 2.5 are considered on an individual basis.
- Class standing is determined by the University Registrar.
- Transfer credit is given for courses graded C- or higher. Some restrictions may apply. Refer to program descriptions for further information.

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

Portfolio Assessment: Credit for Prior Experiential Learning

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

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

Procedure Outline

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

- Portfolio Assessment packets are available from the Registrar's Office (University Campus) or the Student Administrative Services Center (Westbrook College Campus).
- A request for credit equivalency, and the subsequent portfolio submission, must occur during your first two semesters at UNE.
- Secure a faculty sponsor from UNE or within the Greater Portland Alliance of Colleges and Universities. The faculty sponsor will provide guidance in the preparation of the portfolio.
- Complete the portfolio per the 'Guidelines for Portfolio Assessment' document available in the Registrar's office.
- Submit portfolio to the Dean of the College of Arts and Sciences. The Dean will notify Student Accounts that the request for experiential learning has been submitted and the student will be billed for a \$50.00 non-refundable portfolio assessment fee. The Dean will forward the portfolio to the Chair of the department in which the course is offered. The Chair of the department will select a faculty member to review the portfolio. Faculty selected must have either taught the course for which credit is requested or have proper qualifications to teach the course if/when it is offered at UNE. The faculty reviewer may interview or test the student, or request further information from the student, in order to assess if course objectives have been met. The faculty reviewer will then make a decision and forward it to the Chair of the department and the Dean for approval or rejection of the credit equivalency request, or may return the portfolio to the student for suggested revision.
- The decision of the faculty reviewer is final. A reconsideration for the same course equivalency may not be made.
- If approved, registrar records course equivalency as prior experiential learning credits.
- Course equivalency credit approval for an individual course does not result in a waiver or equivalency credit for any prerequisites of that course. A separate portfolio must be submitted if credit equivalency is requested for the prerequisite.
- Student is billed by Student Accounts for portfolio assessment, regardless of the decision rendered by the faculty reviewer.

Graduate Program Admissions

Refer to the program descriptions within the graduate programs section of this catalog for further information. See page 182.

International Students

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

- 1) Students must send all academic transcripts with a translation and equivalency evaluation. It is preferred that applicants use:
World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
E-Mail: info@wes.org
Tel: 212-966-6311
FAX: 212-966-6395
- 2) Students need to submit an application to the University including an application fee of \$40 (US currency), two letters of recommendation, and a financial statement. Students applying whose native language is not English must submit recent scores from the Test of English as a Foreign Language (TOEFL). Scores on the TOEFL of 550 or better will be considered.

Veterans

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

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

Special College Programs

College Exploratory Program (CEP)

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

Directed/Independent Studies

Undergraduate students at the University are provided the opportunity for Directed/Independent Studies. Directed studies are designed to enable students with demonstrated proficiency to work individually on a project or a reading program. A learning plan should be carefully worked out by the student in consultation with the professor under whose direction it will be carried out. Contracts must be approved by the supervising professor, the chair/director of the department/program, the academic dean, and submitted to the Registrar's Office upon registration.

Third (Junior) Year Abroad

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

Greater Portland Alliance of Colleges and Universities

The University of New England is a member of the Greater Portland Alliance of Colleges and Universities (GPACU). This is a five member alliance between institutions of higher education in the Portland area which provides cross-registration opportunities and other activities for eligible students. For further information, see

the Registrar's Office at the University Campus or the Student Administrative Services Center at the Westbrook College Campus.

International Student Exchange Program

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

Pre-Health Professions Advisory Committee

The Pre-Health Professions Advisory Committee consists of faculty members of the Department of Life Sciences. The major function of this committee is to offer information and advice to students interested in applying to health professional schools (e.g., medical schools, dental schools, physician assistant programs). In addition, this committee drafts letters of evaluation for students applying to these programs. Interested students should contact their advisors to receive information regarding the protocol for obtaining a PHPAC letter of evaluation.

Pre-Physician Assistant 3-2 Track

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

The first phase includes all prerequisite course work required for admission into the graduate PA degree program. This includes semester courses in: advanced biology (8 credits); chemistry (8 credits); English (one of which must be English Composition); psychology/sociology or related behavioral science (6 credits); and physics (8 credits). Also incorporated into the curriculum are other University Core courses, mathematics (pre-calculus and statistics), general biology, anatomy & physiology, organic chemistry and biochemistry courses.

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

In the second phase students will begin their application for admission into the Master of Science - Physician Assistant program. Candidates must submit an application to the MSPA program by January 15th of their third year in order to be eligible for a guaranteed interview. An interview does not guarantee admission into the MSPA program. A completed application consists of the following:

1. Completed Physician Assistant Program application form including a personal statement which:
 - a. expresses the applicant's reasons for pursuing a graduate physician assistant degree;
 - b. indicates the applicant's prior formal and informal learning and health-related work experiences; applicants whose formal academic or work/volunteer experiences may not be fully representative of their qualifications for enrollment are encouraged to address these issues in their personal statement and to ask their reference writers to do the same; and
 - c. summarizes the applicant's perception of the Physician Assistant Program mission statement and its compatibility with the applicant's professional career goals.
2. A completed academic self-report form.
3. Student copies of applicant's transcript(s) indicating completion of undergraduate and/or graduate degree(s) from accredited colleges or universities (if applicable), or satisfactory completion of at least 90 credits which include the necessary prerequisite course work.
4. Three letters of reference on University of New England Physician Assistant Program reference forms submitted by the evaluator to the Graduate Admissions Office.
5. A non-refundable application fee of \$40.
6. Official transcript(s) which must be sent directly from issuing institution(s) to UNE's Graduate Admissions Office.
7. Official GRE results which must be sent directly from the testing service to UNE's Graduate Admissions Office.

Students must have maintained a GPA of 2.75 in all science courses and an overall GPA of 3.00. The natural science GPA for students who transfer into the Pre-Physician Assistant 3-2 Track is calculated by all courses taken both at UNE and other institutions. This is inclusive of course work that does not transfer into UNE. The overall GPA is based solely on courses taken at UNE. Transfer students enrolling in the Pre-Physician Assistant 3-2 Track must be in residence as a full-time matriculated student for four semesters at UNE.

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 stu-

dent 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 regu-

lar 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 satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Internship at Bigelow Lab for Ocean Sciences

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

Undergraduate Certificate Programs

Secondary Education

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

Athletic Training

The University of New England offers the necessary core courses for athletic training certification through a Sports Medicine Internship Program. Requirements include course work in athletic training, human anatomy & physiology, kinesiology, CPR/First Aid Certification, and 1500 hours of internship experience at selected sites. Interested students should contact the Department of Management for further information about the National Athletic Trainers Association certification.

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 courses 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 want to take a course for personal enrichment, for early stages of degree programs, or for meeting other educational goals. 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 4406, or in Portland, Maine, 207-797-7261, extension 4406.

Student Enrollment Status

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

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

Graduate Programs (*Master of Science in Education, Master of Science -- Physician Assistant, Master of Social Work*)

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

Graduate-Level Certification Programs

Addictions, Gerontology, School Leadership

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

Special

Master of Science -- Nurse Anesthesia/Master of Nurse Science

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

College of Osteopathic Medicine

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

Financial Information

Undergraduate Tuition and Fees

(Note: Graduate students please refer to graduate section of this catalog, page 183).

Full-Time	Fall 1999	Spr 2000	Total
Tuition	\$7,495	\$7,495	\$14,990
Room and Board	\$3,100	\$3,100	\$6,200
General Svcs Fee*	\$ 510		\$ 510
Technology Fee	\$ 75		\$ 75
Total Full Time	\$11,180	\$10,595	\$21,775

*University Campus only (for 1999-2000); General Services Fee for Westbrook College Campus is \$210 for one year.

Annual Charges for 1999-2000

	UC	WCC
Resident Students	\$21,775	\$21,475
Commuter Students	\$15,575	\$15,275

Other Tuition Notes

Scope of Tuition: Tuition for full-time undergraduate students covers a course load from twelve to eighteen hours per semester. A course load in excess of eighteen hours requires prior academic approval and will be subject to an overload charge of \$500 per credit hour.

Part-Time Matriculating: \$500 per credit hour.

Program Addenda for Occupational Therapy and Physical Therapy Programs: To facilitate professional licensing, the Occupational Therapy and Physical Therapy degree programs require a one-semester (12 credit hour) addendum to the eight-semester curriculum. A supplemental fee of \$5,730 will be charged. In clinical placements, this fee does not include any charges which might be levied by the host facility. In addition, students in Occupational Therapy who opt to enroll in supplemental third clinical placements will pay continuing educational rates. See department sections in this catalog for additional information.

Summer Session for Nursing Program: The ADN Nursing Department requires a one-semester (6 credit hour) summer session. Substantial program costs are incurred in delivery of this additional instruction. A supplemental fee of \$3,000 is charged.

Medical Technology: Medical technology students spend their fourth year in an accredited clinical internship program. Tuition is \$1,500, plus predetermined internship fees assessed by the hospital. Further, students will also pay the \$210 general services fee.

Organizational Leadership: \$250 per credit hour.

Deposits and Fees

Reservation Deposit

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

Room Deposit

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

Private Room

A limited number of private rooms are available on a first come first serve basis at an annual cost of \$7,450. A few rooms in Frederick Hall are not large enough for double occupancy and are offered at \$6,900. Priority is given to upperclassmen.

General Services Fee

(At the University Campus, 1999-2000)

Undergraduate - This \$510 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

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

(At the Westbrook College Campus, 1999-2000)

Undergraduate - This \$210 mandatory fee is billed to undergraduate matriculating full- and part-time day students enrolled in 7 or more credits and provides the following services:

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

Technology Fee

A \$75 Technology Fee is required to help cover the costs of the Internet connections, student technology infrastructure, student web 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.

Health Insurance

Students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated. The rates for the 1999-2000 year are published as follows:

	Annual	Spring	Summer
	<i>9/1/99-8/31/00</i>	<i>2/1/00-8/31/00</i>	<i>6/15/00-8/31/00</i>
Student	\$300	\$175	\$65
Spouse	\$750	\$435	\$160
Children	\$450	\$260	\$95
Spouse & Child(ren)	\$1,190	\$695	\$250

Please refer to the insurance brochure for additional information.

Student Malpractice Insurance

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

Laboratory and Student Teaching Fees

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

Late Registration

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

Individual Learning Program (ILP)

A program offered at the University Campus to provide individualized professional services to assist participating students with specific learning disabilities. The full services cost is \$2,355 per semester. Limited services in the third and fourth years are available (fees vary according to contract).

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 \$150 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.

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

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

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

Payment Options

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

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

The payment dates in the UNE sponsored payment plans cannot be deferred for the convenience of families using guaranteed student and parent loans, or other tuition payment programs. Both long and short term financial arrangements should be made far enough in advance to assure payment on the required dates. Special problems or emergency situations can be discussed with the Student Accounts Office at the University Campus, or at the Student 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 payment amount and the length of the repayment schedule to their income, assets or other family circumstances. The loan programs have provisions for various repayment terms and options, which will be arranged during the application process.

Brochures describing both the monthly payment and loan programs are available by calling the Student Accounts or Financial Aid offices at the University Campus (207) 283-0171, or at the Student Administrative Services Center at the Westbrook College Campus (207) 797-7261 extension 4200, or by writing the University of New England, Hills Beach Road, Biddeford, ME 04005-9599.

Important Notes

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

Financial Aid

Financial Aid is designed to assist students in finding the financing options to be able to achieve their academic goals.

Each year the Financial Aid Office published three Financial Aid Handbooks (Undergraduate, Graduate and the College of Osteopathic Medicine). These handbooks contain comprehensive details regarding the available financial aid programs and the application procedures for students looking for aid. The following pages provide a brief overview of the programs and procedures. Students looking for more complete information should obtain a Financial Aid Handbook available from the Financial Aid Office.

Financial Aid Application Process

Listed below are the standard Financial Aid application materials needed to be considered for most programs:

1. University of New England Financial Aid Application.
2. FAFSA Form - Free Application for Federal Student Aid: UNE's Title IV Code number is: 002050
3. Federal Income Tax Returns.
4. Verification worksheet.

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 1999/2000). 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 "CAP." Students may earn less than the amount awarded, but they may not earn more than that amount. Because a student's specific earnings depend solely on the number of hours worked, federal work study awards cannot be deducted from a student's tuition bill. Work study earnings are subject to all federal and state income taxes and must be included with other earnings when filing a tax return.

Other Part-Time Employment Opportunities: The Financial Aid Office maintains information on other part-time employment opportunities both on- and off-campus. Some departments at UNE hire students directly without regard to work study eligibility. The Financial Aid Office also maintains a bulletin board of off-campus job opportunities.

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

Loan Programs

Student loan programs are in the form of long term, low interest loans that require a student to begin repayment at least 6 months after they leave school, or drop below half-time enrollment (unless otherwise noted). Students have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time.

Federal Perkins Loan - Perkins loans are awarded through UNE to eligible students demonstrating need. Loan amounts vary, but can range from \$200 - \$3,000. Repayment begins 6 or 9 months after a student leaves school or drops below half-time enrollment. The interest rate is 5%.

Federal Nursing Loan - A limited number of loans are available through UNE to eligible students enrolled in the Nursing Program. This loan carries a 5% interest rate and repayment begins 9 months after a student leaves school or drops below half-time enrollment.

Federal Subsidized Stafford Loan - Eligible first year students may borrow up to \$2,625 per year, second year students, \$3,500 and eligible third and fourth year students may borrow up to \$5,500 per year. The interest rate for new borrowers is set every July 1st. The interest rate is variable with a cap of 8.25%. Previous Stafford Loan borrowers (students who currently have an outstanding Stafford Loan balance) should contact their lender to obtain current interest rates.

Federal Unsubsidized Stafford Loan - Students ineligible for a Subsidized Stafford Loan (or ineligible to borrow a full Stafford Loan) may borrow through the Unsubsidized Stafford Loan Program which determines eligibility without regard to need. Loan limits and interest rates are the same as the Stafford Loan Program. Because the program is Unsubsidized, the borrower is required to pay the interest on the loan while enrolled in school. (Many lenders may offer borrowers the option of capitalizing their interest payments, thereby making no payments while in school and paying principal and accrued interest after leaving school or dropping below half-time.) Combined Subsidized and Unsubsidized Stafford Loans may not exceed the established loan limits for each academic year. Independent First and Second year students may borrow an additional \$4,000 in an Unsubsidized Stafford Loan; Independent Third and Fourth year students an additional \$5,000.

Additional Outside Sources of Assistance

The programs listed below allow families to explore additional financing options. These programs require a separate application and have separate eligibility requirements. More information and brochures are available on request from the Financial Aid Office at the University of New England.

Federal PLUS Loans - Parent (PLUS) Loans are available to parents through participating lenders. Eligible borrowers may borrow an amount equal to the cost of attendance minus any financial aid received by the student. The current interest rate is variable with a cap of 9%.

CitiAssist Loans - Available from Citibank;

Key Alternative Loan - Available from Key Education Resources;

Maine Loans - Available from Maine Education Services (MES);

National Education's Alternative Loan - Available from National Education;

Sallie Mae Signature Loans - Available from Sallie Mae;

Total Higher Education (T.H.E.) Available from PNC bank.

The University also offers 10-month repayment plan options through several agencies.

Students with specific inquiries regarding financial aid should request a copy of the current Financial Aid Handbook or contact the financial aid office directly.

Student Affairs

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

The Division of Student Affairs consists of a wide variety of student services on both campuses including: Athletics (Men and Women) and Recreation; Campus Center, Finley Center and respective fitness programs; Counseling and Career Center; Proctor Center; Housing and Residence Life, Office for Students with Disabilities; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as resource or liaison to other services including Religious Services information, Dining Services, and University Health Care. You are invited to visit our web site at <http://www.une.edu/sl/sl2.html>, where you will find additional information about Student Life at the University of New England.

New Student Orientation

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

Summer orientation sessions focus on academic assessment for proper course placement, academic advising, and registration for fall courses. In addition, time

is also dedicated to activities affording new students the opportunity to get to know faculty, staff, and their future classmates in a more relaxed and informal setting. Students entering the University Campus may also choose one of two four-day, peer-led Experiential Orientation programs. UNE's "Trailblazer" and UNEROCS programs provide outdoor or community service experience respectively. Recognizing that the orientation needs of transfer students (with more than nine credits) are somewhat different, a special one-day session is scheduled in August. Additional information about orientation activities and programs is available through the Office of Student Activities on the University Campus at ext. 2447 or 2595 and through Student Affairs on the Westbrook College Campus, ext. 4212 or 4269.

An equally important part of New Student Orientation is our Welcome Back Week. Designed to assist students and families 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.

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. Area Coordinators, 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, informational sessions, developmental programming and consultation are designed to address the ongoing needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with a counselor can be released to anyone without written consent. Homicide, suicide and child abuse are exceptions to confidentiality and will be reported to the appropriate persons.

The Peer Health Education Program is comprised of a volunteer group of students (Peer Health Educators) dedicated to increasing student awareness in personal and interpersonal health-related areas. These students make presentations to their peers and in the community regarding health-related topics. Students have spoken, written and facilitated discussions on topics such as: relationship violence, cultural diversity, eating disorders, safer sex, stress management, accessing services on campus, and substance abuse. Training for Peer Health Educators is offered through the Counseling Center.

The UNE Healthline, X2905, has information on a variety of health-related topics (such as Suicide Prevention, Grief & Loss, Stress Management, etc.). This information can only be accessed through a touch tone phone, but anyone can receive it by stopping by the Counseling & Career Center, Decary 109.

The Counseling Center can be reached at the University Campus at ext. 2549, and at the Westbrook College Campus at ext. 4233. Please visit our web page at: <http://www.une.edu/sl/counsel.html>

Career Services

Career Services Offices on both the University Campus and the Westbrook College Campus are designed to help students with career and life planning. Career advising and assessment are available for those who need assistance with identifying skills and interests, choosing majors, defining career goals, changing careers and developing job search strategies. The resource libraries contain information about careers, advanced degree programs, job seeking and potential employers, as well as access to CHOICES, a computerized career guidance system, and Internet resources.

Office for Students with Disabilities (OSD)

As part of its mission, the University of New England (UNE) seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Toward this end, and in conjunction with federal laws, the University both ac-

cepts and provides reasonable accommodations for students with disabilities. Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail himself or herself of all services and modifications.

The Office for Students with Disabilities (OSD) at UNE exists to provide qualified students with disabilities equivalent access to, and equal opportunity in, the educational environment. A major goal of the OSD is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

Applicants and students who would like more information about the OSD, including registration information, can read UNE's Student and Faculty Guide to Accommodating Students with Disabilities and are encouraged to contact the OSD.

The OSD location: University Campus, Decary 109 (ext. 2815). Westbrook College Campus, Proctor Hall 318 (ext. 4418).

Athletic Department

Intercollegiate Athletics

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

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

The welfare and success of each student-athlete is a major focus of the Athletic Department. Student-athletes are required to progress steadily toward comple-

tion of their degree. In addition, student-athletes are expected to act as positive role models for their peers, university community, and society at large. A chief objective of intercollegiate athletics at UNE is to attain and maintain top quality, competitive programs at the local, state, district, and national levels.

Intercollegiate competitions for men are in basketball, cross country, lacrosse, soccer, and golf. For women competitions are in basketball, cross country, lacrosse, soccer, softball, and volleyball. For more information about the programs available to students on both campuses, contact the Athletic Department Office at the University Campus, ext. 2499.

Athletic Training

The athletic training staff consists of a head athletic trainer, associate athletic trainer, and student trainers who provide sports medicine services to all intercollegiate athletes at the University. The training room, located in the Campus Center on the University Campus, is one of the best equipped facilities available.

The athletic training department also provides educational opportunities to students through the Management Department and its Athletic Training major. The internship program supplies athletic training coverage to area secondary schools and the Portland Pirates, which is a professional hockey team in Portland.

Recreational Sports

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

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

The Recreational Sports programs offered are

- Intramural Sports
- Leagues and tournaments
- Extramural Sports

Special Events

Training and Fitness Challenge
Schick Super Hoops 3 on 3 Basketball Tournament
Sports Clinics

Other activities

Informal Recreation
Karate Classes (Tae Kwon Do)
Cycling
Canoeing
Sailing
Billiards
Table Tennis
Club Sports

(Please note that all club sports are sponsored by the Undergraduate Student Government and the Club Sport Council.)

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

Intramural Advisory Board

Open to representatives from both campuses, this organization assists in the development, planning and promotion of the recreation activities and the intramural sports programs offered at UNE. All members of the University community are encouraged to participate.

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 Coordinator of Intramural/Recreational and Club Sports to offer an extensive club sport program.

Student Governance

An integral part of student life at the University of New England, student government provides broad opportunity for leadership as well as experience in organizational structure, planning and budgeting. In their work with varied student populations as well as administration, trustees, faculty, and staff, members of student government play an important role in creating a cohe-

sive University community. Because many clubs and 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, wellness and fitness programs, and concerts. In addition to activities, programs and services are open to students on both campuses, each campus carries on 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, highlight 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, and other activities.

Health Services

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

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

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

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

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

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

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

Immunizations

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

Food Services

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

Student Discipline

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

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

Campus Center - University Campus

The Campus Center 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. Various recreational activities and events are held in the gymnasium. Recreational activities include: basketball, volleyball, indoor tennis, floor hockey, whiffle ball and roller hockey. The gymnasium is also host to a number of community events, including; craft fairs, art fairs, AIDS quilt display, and sporting events.

The 1,500 square foot fitness center includes free weights, a multi-station universal, treadmill, stair climbers, hip sled, various stationary cycles, rowing machines, Aire-dyne bikes, and various pieces of Cybex strength training equipment and stretching mats. Monthly fitness

challenges are offered during the academic year. In addition to equipment, fitness assessments/prescriptions, and equipment orientations are available.

The 1,500 square foot multi-purpose room is the site for special classes: aerobics, self-defense, Tai-chi and yoga, CPR and First Aid. Classes are offered during academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Men's and women's locker rooms include shower and locker facilities. A valid ID is necessary to check out equipment and enter the facility.

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. Over 50 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 Medi-

cine, and has a special collection of Historical Osteopathic Literature. The Josephine S. Abplanalp '45 Library on the Westbrook College campus houses the Westbrook College History collection. The Maine Women Writers Collection is located in a special wing of the Josephine S. Abplanalp '45 Library. This collection consists of literary, cultural and social history sources representing more than 500 Maine women writers.

Information Technology Services

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

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

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

The UNE Computer Store, located in Decary Hall on the University Campus, offers computers and software to students and employees at a substantial educational discount.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include connecting residence halls to the University network, augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

Media Services Department

UNE's Media Services Department Staff, located on the University campus, advise and assist UNE faculty, students, and staff in the development and presentation of media projects. Media Services Staff teach photography and videography courses for undergraduate students, direct independent studies, and provide intern-

ships for local secondary school students. The Department supports both linear and digital editing systems. The University has two video conferencing units, one on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

Student Records and Transcripts

Student Records

Student academic (and 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), 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. Release of records is allowed only upon written student approval, with noted exceptions listed below.

Student Access and Annual Notification

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

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they

wish to inspect. The office will notify the student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

- (3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Directory Information and Disclosure

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

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

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

Response Time and End-of-Term Processing

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

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

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

Transcripts

The following are the policies and regulations concerning transcripts:

1. Transcripts cost \$3.00 each.
2. No official transcript will be issued until all financial obligations have been met.
3. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.
4. Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped “Issued to Student.”

Academic Regulations

Graduation Requirements for Undergraduates

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

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

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

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

Notes:

- A fourth-year student who expects to complete degree requirements by the conclusion of the following fall semester with two courses (typically 6-8 credits*) or less of outstanding degree requirements may opt to:

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

Academic Load

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

Registration and Clearance

Students matriculated in any undergraduate program must be preapproved to register for courses, or change course registration, through their advisor. Advising liaisons in CAS are also available in each department to approve courses. In CHP, students may contact their program director or coordinator for this purpose. First-time students will register on appointed dates and will go through a new student orientation (see page 32). Returning students can preregister for courses at dates established in the University's academic calendar (see page 242).

Course registration must be confirmed through the Office of the Registrar. This is accomplished only after matriculated students have "cleared" all other offices on campus, i.e., Student Accounts, Mail Room, Financial Aid, Health Center, Security, or other offices through which arrangements must be made in order to become fully enrolled at the University. On-campus students must

confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding registration confirmation are mailed to each student. Students who do not confirm their registration within the announced time limits are subject to a \$75 late confirmation fee.

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

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

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

Classification

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

Minimum Credits Earned Towards UNE Degree:		
Year	Terminology	Credits
First-Year	Freshman	1 - 23
Second-Year	Sophomore	24 - 56
Third-Year	Junior	57 - 89
Fourth-Year	Senior	90 - 120
Fifth-Year	Fifth-Year	*

*Beyond Baccalaureate Degree

Class Attendance

All students are expected to attend all classes for which they have registered. Attendance policies regarding unexcused absences are established and announced

by the individual instructor for his/her classes. If a student is absent to the extent that his/her work is adversely affected, the instructor will report the student's absence to the department chair/program director with comments on the status of the student in the course. Ordinarily, for each course, absences per semester should not exceed the number of times that the course meets weekly.

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

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

Athletic Competition & Class Attendance

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

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

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

Examinations

Final examinations are held at the close of each semester. Other assessments, such as papers, quizzes, tests, and portfolios may be used during the course at

the discretion of the instructor. An unexcused absence for a scheduled examination leaves a student subject to a failing grade for that exam.

Grading System

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

Equivalent quality points assigned to grades are as follows:

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

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

Incomplete Policy

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

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 your respective Program/School 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 subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. **Note:** It is the responsibility of the student to contact the office of the appropriate Academic Dean or Program/School Director (Graduate) or Registrar (Undergraduate) to indicate change of plans.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from your respective Program/School Director, Student Affairs, Student 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 your respective catalog; b) return of University identification (ID) card to the Office of Student Affairs; c) return of any University keys in your possession to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following with-

drawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions.

Repeat Course Policy

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

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, and ILP courses) 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.

Course Work at Another Institution

Matriculated students who wish to transfer college-level course work taken at other institutions must obtain permission to do so. The student should work closely with his/her advisor regarding this process. "Request for Course Work at Another Institution" forms are available in the Registrar's Office (University Campus) or Student Administrative Services Center (Westbrook College Campus).

Semester and Term Grade Reports

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

Academic Probation and Dismissal

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

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

First Year	1.70
Fall of Second Year	1.70
Spring of Second Year	1.80
Fall of Third Year	1.80
Spring of Third Year	1.90
Fall of Fourth Year	1.90

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 been attempting at least 12 credits and earned 9 credits. A grade of "D" or "F" automatically prohibits a student from receiving this ci-

tation. 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 8-12 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 the academic dean work collaboratively to design a program of study that combines core curriculum, departmental requirements, and the student's personal interests and experiences. Samples of personal majors include Biological Psychology, Health Sciences, World Cultures, or Human Biology. Students must petition the CAS Academic Dean's Office with their proposed degree plan no later than the final semester of the second year.

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.

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UNDERGRADUATE PROGRAM DESCRIPTIONS



Core Curriculum

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

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

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

The second year theme, **Social and Global Awareness**, focuses attention on the human experience by means of two year long courses - *Sociocultural Context of Human Development* and *Roots of the Contemporary World* (offered on the University Campus) or *World Civilization* and *Western Civilization* (offered on the Westbrook College Campus).

Sociocultural Context of Human Development invites students to explore the human lifespan in cultural, societal, national, and global contexts. In this sequence

students use perspectives and methods of the social and behavioral sciences to examine human interaction and growth. In *Roots* or *Civilization* 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 thinking about problems confronting professionals in that field. Centering on the thinking process, as well as on the issues, students research and identify causes of problems, generate and evaluate possible solutions, and decide upon a plan of action.

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

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

Humanities Integration and Infusion may be offered in a major and may substitute for one of the *Advanced Humanities*. In these courses humanities faculty help students apply the perspectives of the humanities to professional material. The goal of *Infusion* is to encourage students to have a broad, complex, and integrative perspective on their fields.

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

Cross Curricular Instruction

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

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

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

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

University Core Curriculum

Subject Area	Credit
First Year Theme	
<i>Biology</i>	
BIO 100 or 104 - Biology I or Gen Biology*	4
<i>Environmental Issues</i>	
ENV 100 or 104 - Intro to Environmental Issues*	3
<i>Learning Community Seminar</i>	
LSC 100 - Intro to Learning Community or LSC 104 - Environ Learning Comm Seminar*	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
CC 204 - World Civilizations (WCC)	3
CC 205 - Western Civilization (WCC)	3
Third Year Theme	
<i>Advanced Humanities</i>	
As Identified**	3
<i>Case Study in Critical Thinking</i>	
Included in courses in Major	
Fourth Year Theme	
<i>Humanities Infusion or Advanced Humanities</i>	
As Identified**	3
<i>Citizenship</i>	
CIT 400 - Citizenship Seminar	1
Once Across the Four Years	
<i>Creative Arts Experience</i>	
As Identified**	3
Total Credits	43 - 44

Notes: *Learning Communities: Department of Life Sciences Majors take BIO 100, ENV 100, & LSC 100; all others take BIO 104, ENV 104, & LSC 104. **Students select from unidentified offerings which vary each year. ***Quantitative Reasoning, Finite Math, Statistics, Precalculus or higher level math course. (UC) - University Campus; (WCC) - Westbrook College Campus.

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 Lecturer
M.S., Naval Post-Graduate School-Environmental Science and Meteorology; B.S., California State Polytech University-Chemistry.

Gentile, Lisa Assistant Professor
Ph.D., Brown University-Biochemistry; B.A., Colgate University-Chemistry.

Malachowski, William Assistant Professor
Ph.D., University of Michigan-Medicinal Chemistry; B.S., College of the Holy Cross-Chemistry.

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

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

Department of Chemistry and Physics

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

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

Biochemistry Major

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

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

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

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

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

Biochemistry Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Core Courses	62
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 307 - Quantitative Analysis	5
CHE 327 - Applied Physical Chemistry	3
CHE 350 - Biochem I: Proteins & Nucleic Acids	5
CHE 351 - Biochem II: Metabolism & Bioenergetics	3
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
BIO 370 - Cell & Molecular Biology	4
MAT 210 - Calculus I	4
PHY 200 - Physics I	4
PHY 201 - Physics II	4

Additional Required Program Courses * 9-12

*Minimum of three courses selected from the following, or other advanced Chemistry courses approved by advisor:

CHE 309 - Introduction to Instrumental Analysis	4
CHE 405 - Adv Topics Chemi: Medicinal Chemistry	3
CHE 410 - Research I	1-4
CHE 411 - Research II	1-4
BIO 430 - Advanced Topics in Molecular Biology	3-4

Elective Courses*

Elective credits sufficient for minimum total of **120**

*MAT 310 - Calculus II is highly recommended

Chemistry Minor

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

Department of Dental Hygiene

College of Health Professions

Beaulieu, Ellen Glidden, R.D.H. (Director) Professor of Dental Hygiene
M.P.H., B.A., University of Hawaii; A.S., Forsyth School for Dental Hygienists.

Baker, David, D.D.S. Assistant Professor of Dental Hygiene
D.D.S., State University of New York; B.S., Bates College.

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

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

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

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

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

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

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

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

Entrance Requirements

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

Associate in Science

Program/Course	Credits
Core Requirements	39
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
LSC 104 - Environmental Learning Community Sem	1
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	Credits
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 - Prevention and Treatment of Dental Disease	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 the University of New England or a dental hygiene program accredited by the American Dental Association Commission on Dental Accreditation, who has completed the requirements for the Associate Degree with at least a 2.5 GPA, and has the recommendation of the Director of the Dental Hygiene Program is eligible to complete the Bachelor of Science in Dental Hygiene Program.

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

Bachelor of Science in Dental Hygiene Curriculum

Program Area/Course	Credits
Core Requirements	58
BIO 208 - Anatomy & Physiology I*	4
BIO 209 - Anatomy and Physiology II*	4
BIO 226 - Microbiology*	4
CC 204 - World Civilizations	3
CC 205 - Western Civilization	3
CHE 130 - Principles of Chemistry*	4
CIT 400 - Citizenship Seminar	1
Creative Arts Experience	3
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
Humanities Explorations course	3
Humanities Explorations or Soc/Behavioral Sci course	3
Advanced Humanities (2 courses)	6
LSC 104 - Environmental Learning Community Sem	1
MAT 200 - Statistics	3
PSY 220 - Sociocultural Context of Human Devel I	3
PSY 270 - Sociocultural Context of Human Devel II	3
SPC 100 - Speech	3

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

Major Courses	62
DEN 101 - Dental Anat, Oral Histology, and Embryology	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 - Prevention and Treatment of Dental Disease	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 Dent Hygienists	3
DEN 436 - Seminar: Curr Concepts in Dental Hygiene I	3
DEN 437 - Seminar: Curr Concepts in Dental Hygiene II	3
DEN 470 - Dental Hygiene Internship	3

Professional Electives **6**

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

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

Department of Education

College of Arts & Sciences

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

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

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

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

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

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.

Bachelor, Dorathy Lecturer; Director of Clinical and Field Experiences
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.

Knapp, Robert Lecturer; Coordinator, 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.

Howard, Sonja Instructor; Interim Director of the Westbrook College Campus Children's Center
B.S. University of Maine at Farmington - Early Childhood Education; M.Ed. (Cand.) Wheelock College - Early Childhood Education.

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 im-

prove 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) an undergraduate Early Childhood Program in which students complete a four year curriculum leading to a Bachelor of Science degree with an emphasis in birth through five years of age and eligibility for Maine certification as Teacher of Young Children with Disabilities - Birth to School age five. (3) 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 birth through age five, K-8, or secondary certification (grades 7-12) in selected subject areas; (4) a Master of Science in Education through Distance Learning program for experienced teachers; and (5) a School Leadership Certification Program (SLP)--a post-master's degree program for teachers who desire to pursue roles as school administrators. For further details on these programs, please consult the graduate section of this catalog.

Undergraduates in other departments are eligible for admission to the post baccalaureate program prior to graduation for professional preparation leading to secondary teacher certification in Physical Sciences, Life Sciences, Social Studies, Mathematics, Business, and English upon application to the department.

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 Stand-

ing, 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.

Program Approval

The Elementary Education Program is approved by the Maine Department of Education and meets their documented Standards for Educational Personnel Preparation Programs. Note: State mandates can change over time which can effect curriculum requirements of students.

Curriculum Requirements for Bachelor of Science - Elementary Education

Note: An asterisk () following the course title indicates that a field experience component is integral to the course.*

Program/Degree Area	Credits
University Core Requirements	46-47
Professional Core Requirements	
<i>Education Courses</i>	
EDU 105 - Introduction to Schools	3
EDU 133 - American Education	3
EDU 200 - Designs for Effective Learning	3
EDU 209 - Creative Arts in Learning*	3
EDU 217 - Teaching Reading*	3
EDU 220 - Exceptionality in the Classroom	3
EDU 320 - Language Arts*	3
EDU 321 - Children's Literature*	3
EDU 330 - Ed Psych & Devel Appropriate Practices	3
EDU 345 - Technology in the Classroom*	3
EDU 360 - Teaching Soc Studies in Elementary School*	3
EDU 367 - Teaching Science in Elementary School*	3
EDU 373 - Teaching Elementary School Mathematics*	3
EDU 440 - Educational Assessment & Evaluation	3
EDU 480 - Working with Families and Communities*	3
EDU 487 - Practicum (3 - 9 credits)	3
EDU 490 - Elementary Edu Internship & Seminar	12
<i>Mathematics</i>	
<i>Two mathematics courses, one of which may be</i>	
MAT 110 - Math for Elementary School Teachers	6-8
<i>Calculated in Core:</i>	
PSY 105 - Introduction to Psychology	3
PSY 220 - Socio-cultural Context of Human Dev I	3
SOC 150 - Introduction to Sociology	3
Electives	
Elective credit sufficient for degree total of	120

Suggested Professional Education Courses Sequence

For directed study see EDU course description section.

First Year

EDU 105 - Introduction to Schools*

EDU 133 - American Education

Second Year

EDU 200 - Designs for Effective Learning

EDU 220 - Exceptionality in the Classroom

EDU 217 - Teaching Reading*

EDU 330 - Educational Psychology

EDU 209 - Creative Arts in Learning* -or-

MAT 110 - Mathematics for Elementary Teachers

Third Year

EDU 209 - Creative Arts in Learning* -or-

MAT 110 - Mathematics for Elementary Teachers

EDU 480 - Working with Families* -or-

EDU 321 - Children's Literature*

EDU 345 - Technology in the Classroom

EDU 322 - Writing Process & Lang Arts* -or-

Elective

EDU 367 - Teaching Science in Elementary Schools*

EDU 360 - Teaching Soc Studies in Elementary Schools*

Fourth Year

EDU 487 - Practicum*

EDU 480 - Working with Families and Communities*-or-

EDU 321 - Children's Literature*

EDU 322 - Writing Process & Lang Arts* -or-

Elective

EDU 373 - Teaching Elementary School Mathematics*

EDU 440 - Educational Assessment & Evaluation

EDU 490- Elementary Education Internship & Seminar*

**Represents courses in which field experience is required.*

Secondary Certification Opportunities

It is possible to work toward certification as a secondary teacher (grades 7 - 12) if you are majoring in Humanities (English or Social Studies certification); one of the majors in the Department of Life Sciences (Physical or Life Sciences certification); American Studies (Social Studies certification); or Mathematics certification). Please contact the Chair, Department of Education, for an application and additional information.

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 a 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 will need to take some math courses in 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 434 - 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.)

Bachelor of Science Program in Early Childhood Education (Early Childhood Special Education) Westbrook College Campus, Portland

The Early Childhood Education program prepares students to work with children from infancy through age five. Professional education and preparation is enriched by a strong foundation in the arts and sciences delivered through the university core curriculum. Courses in psychology, sociology, anthropology, biology, computer science, art, music, literature, and history give students a comprehensive understanding of how children develop intellectually, emotionally, physically, and socially. Course work in education integrates theory and practice and provides students with direct practical experience with children.

Students desiring a degree in Early Childhood Education will take professional education courses in the late-afternoon/evenings on the Westbrook College Campus, Portland. Classes generally meet once a week for 2.5 hours.

The Inclusive birth through five education program prepares its students to assume positions in a variety of settings which involve children with special needs and their families, including self-contained classrooms, inclusionary classrooms, home visiting programs, clinics, hospitals, and State of Maine Child Development Services (CDS). Upon completion of the four year program, a student will be eligible for Maine state certification as Teacher of Young Children with Disabilities - Birth to School age five. The graduate will be capable of providing entry level design, implementation, and delivery of a curricular program for young children *with or without special needs*. The graduate will have learned knowledge and skills in the following areas: typical and atypical child development; family systems; program implementation; screening, assessment and Individual Family Service Plan (IFSP) development; and inter-agency collaboration, team process, and transdisciplinary models of service.

The Westbrook College Campus Children's Center

The Westbrook College Campus Children's Center of the University of New England is a full day program for children 18 months through 6 years of age. It also serves as the laboratory school for students majoring in early childhood education. Located on the Westbrook College Campus, the Center provides a toddler, pre-school, and kindergarten program based on the developmental philosophy of early childhood education. Working as team members with master teachers, students gain practical skills and knowledge about how children develop socially, cognitively, and emotionally. The Children's Center is open to the public; but, it gives enrollment priority to UNE students, faculty and staff. The Center is accredited by the National Academy of Early Childhood Programs which meet national standards of quality in early childhood education and the kindergarten is approved as a private school by the Maine State Department of Education.

Curriculum Requirements for Bachelor of Science in Early Childhood Education

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

Program/Degree Area	Credits
University Core Requirements	46-47
Early Childhood Education	
<i>(Early Childhood Special Education)</i>	
EDU 100 - Foundations of Early Childhood Education	3
EDU 220 - Exceptionality in the Classroom	3
EDU 301 - Curriculum Development Preschool Yrs I*	3
EDU 302 - Curriculum Development Preschool Yrs II*	3
EDU 324 - Developing Literacy (Birth - 5)	3
EDU 330 - Educ Psych & Devel Appropriate Practices	3
EDU 332 - Typical & Atypical Language Devel	3
EDU 336 - Behav Strat & Soc Skill Devel Yng Chldren	3
EDU 337 - Working in a Transdisciplinary Setting*	3
EDU 338 - Adaptive Tech & Classroom Environments	3
EDU 379 - Curric Adapt Yng Child w/Disabilities*	3
EDU 415 - Assessment & Eval Young Chldrn*	3
EDU 496 - Incl Birth - School-age Five Intern & Sem	12
<i>Calculated in Core:</i>	
PSY 105 - Introduction to Psychology	3
PSY 220 - Socio-cultural Context Human Dev I	3
SOC 150 - Introduction to Sociology	3
Elective Courses	
EDU 348 - Topics in ECE (Birth - 5)	3
Elective courses sufficient to total	120

Suggested Professional Education Courses Sequence

Program Emphasis: Early Childhood Education

First Year

EDU 100 - Foundations of Early Childhood Education
PSY 105 - Introduction to Psychology
SOC 150 - Introduction to Sociology

Second Year

EDU 220 - Exceptionality in the Classroom
PSY 220 - Sociocultural Context of Human Development I
EDU 301 - Curriculum Development Preschool Years I*
EDU 302 - Curriculum Development Preschool Years II*

Third Year

EDU 324 - Developing Literacy (Birth to Age 5)
EDU 330 - Ed Psy & Developmentally Appropriate Pract

EDU 332 - Typical & Atypical Language Development
EDU 336 - Behavioral Strat & Soc Skill Devel Young Ch
EDU 337 - Working in a Transdisciplinary Setting*

Fourth Year

EDU 338 - Adaptive Technology & Classroom Environ
EDU 379 - Curr Adapt Young Children w/ Disabilities*
EDU 415 - Assessment & Eval of Young Children*
EDU 496 - Internship & Seminar (Inclusive Birth - Age 5)

Note: courses in which an asterisk (*) follows the title indicates a field experience requirement. (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 12 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

39 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-	
PSY 200 - Lifespan Development -or-	
EDU 330 - Ed Psych & Devel Appropriate Practices	
<i>Teaching exceptional students in the regular classroom -</i>	
EDU 220 - Exceptionality in the Classroom	3
<i>Content area methods -</i>	
EDU 373, 573 - Teach Elemen School Mathematics*	3
EDU 217, 517 - Teaching Reading*	3
EDU 367, 567 - Teaching Science Elementary School*	3
EDU 360, 560 - Teach Social Studies Elemen School*	3
<i>Content area methods -</i>	
<i>Select One:</i>	3
EDU 320, 520 - Language Arts*	
EDU 321, 521 - Children's Literature*	
EDU 322, 522 - Writing Process & Lang Arts*	
EDU 425, 525 - Whole Language	
<i>Curriculum design and methods of evaluation -</i>	
EDU 200 - Designs for Effective Learning	3
<i>Computer literacy and application in the classroom -</i>	
EDU 345, 545 - Technology in the Classroom*	3
<i>Student teaching -</i>	
EDU 490 - Elementary Ed Internship & Seminar	12

Curriculum for Teacher of Young Children with Disabilities Birth to School Age Five

State of Maine Requirements for 282 Certification -- Teacher of Young Children with Disabilities

UNE Courses Meeting the Requirements

A. Introduction to or survey of children with disabilities and their families.	EDU 220 - Exceptionality in the Classroom
B. Assessment of young children with disabilities birth to school-age 5	EDU 415 - Assessment & Eval of Young Children
C. Developmental mathematical concepts for children birth to school-aged 5	EDU 301 - Curriculum Dev. in the Preschool Yrs. I EDU 302 - Curriculum Dev. In the Preschool Yrs. II
D. Early literacy for children birth to school-age 5	EDU 324 - Developing Literacy (Birth - 5)
E. Program planning and methods including curriculum adaptations and transition for young children with disabilities and their families	EDU 379 - Curriculum Adaptations for Young Children with Disabilities
F. Using technology in teaching/learning activities including assistive technology	EDU 338 - Adaptive Technology & Classroom Environments
G. Consultation/collaboration and the team process	EDU 337 - Working in a Transdisciplinary Setting
H. Behavioral strategies and social skill development for children birth to school-age 5	EDU 336 - Behavioral Strategies & Social Skills Development in Young Children
I. United States and state civil rights and special education laws, regulations, and policy	EDU 220 - Exceptionality in the Classroom
J. Child growth and development	PSY 220 - Socio-cultural Context of Human Devel I -or- EDU 330 - Educ Psychology & Developmentally Appropriate Practices
K. Typical and atypical language development	EDU 332 - Typical & Atypical Language Devel
L. Theories of Learning	EDU 335 - Learning Theory & Educ Practices in Early Childhood
Experience/Internship	EDU 496 - Inclusive Birth-School-age 5 Internship & Seminar (12 credits) -or- Until 9/1/2002: 3 out of prior 5 years of documented experience in working with disabilities birth-school-age 5 (teaching, administering, consulting)

Curriculum for Secondary Certification 30 Credits

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

Content Area/Course	Credits
<i>Knowledge of the learning process -</i>	
EDU 133, 433, 533 - American Education	3
<i>Knowledge of the learner -</i>	
<i>Select One:</i>	3
PSY 270 - SoCult Context Human Development II	
EDU 330 - Ed Psych & Develop Appropriate Practices	
PSY 200 - Lifespan Development	
<i>Content area methods -</i>	
<i>Select One:</i>	3
EDU 434, 534 - Art Education Methods*	
EDU 435, 535 - Foreign Language Methods*	
EDU 436, 536 - Meth Teaching Sec Education: English*	
EDU 437, 537 - Methods Tchng Sec Education: Science*	
EDU 438, 538 - Methods Tchng Sec Ed: Social Studies*	
EDU 439, 539 - Meth Tchng Sec Education: Math*	
<i>Curriculum design/methods of evaluation -</i>	
EDU 200 - Designs for Effective Learning	3
<i>Methods of Evaluation -</i>	
EDU 430, 530 - Edu Assessment & Evaluation	3
<i>Teaching exceptional students in the regular classroom -</i>	
EDU 220 - Exceptionality in the Classroom	3
<i>Student teaching -</i>	
EDU 492 - Secondary Internship & Seminar	12

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 National Teachers Exam are automatically recommended for Maine certification for grades kindergarten through eight and are eligible for certification in 34 states through the Interstate Certification Compact. Upon submission of transcripts to the Office of Teacher Certification for approval and successful completion of the National Teachers Exam, students electing the birth through five option are eligible for Maine certification as Teacher of Young Children with Disabilities - Birth to School age five. 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) about the 100 level.* 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 or Early Childhood Education. Following 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). Education majors must pass all university core and professional core courses with a grade of “C” or higher. Elective courses not required as part of the core may be passed with a grade of “C-” or higher. Only elective courses not required as a part of the core may be taken pass/fail.

Transfer Policies

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

Professional education courses greater than five years old which transfer from other institutions might transfer as elective credit, but cannot be applied towards professional course requirements.

Admission to the Secondary Certification Option

Undergraduate students seeking a Maine certificate to teach in grades 7 through 12 must apply for formal admission for professional candidacy. Upon successful application to the department, students are admitted to the secondary certification option. At the time of admission, an applicant must have a cumulative grade point average of 2.5 and a content teaching field cumulative grade point average of 2.5. All courses counted in the content teaching field, must be passed with a minimum of a “C” grade. Candidates must maintain a 2.75 professional education cumulative grade point average and a 2.5 content teaching field grade point average to remain in the program. Candidates must pass all university core and professional

core courses with a grade of “C” or higher. Elective courses not required as a part of the core may be passed with a grade of “C-” or higher. Only elective courses not required as a part of the core may be taken pass/fail. Cumulative grade point averages (see above) must be maintained in order to continue in the program.

Eligibility for and Admission to the Internship (all programs)

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

Admission is achieved by demonstrating to the faculty a knowledge of and basic competency in the Standards for Initial Certification as well as that course work and field experience has resulted in:

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

All courses must be successfully completed prior to being admitted to the internship and no courses may be taken during the internship semester.

Placement in the Internship

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

Placement in an internship is not guaranteed. The Department of Education, through its Director of Clinical and Field Experiences, will make a good faith effort to negotiate an appropriate placement. Schools have the right to refuse placement requests. Difficulty in finding a placement is typically a result of poor academic

performance in the subject matter area in which students are seeking certification; poor interview techniques; poor match between the intern and the teacher and/or school.

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

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.

Department of Humanities

College of Arts & Sciences

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

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

Beaupré, Norman Professor
Ph.D., M.A., Brown University-French Studies; B.A. Saint Francis College-French/English.

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

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.

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

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

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

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

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

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

Roberts, Richard H. Professor
M.S.-Music, B.S.-Music, The Juilliard School.

Star, Paul Assistant Professor
Ph.D., Rutgers University-Spanish; M.A., Middlebury College-Spanish; MAT, Wesleyan College-Spanish; B.A., Rutgers University-Romance Languages.

The objectives of the Department of Humanities are to provide its majors with a broad, flexible education adaptable to many careers and to the life of the mind generally. The Department also endeavors to offer a varied liberal arts core for students whose majors are in other departments. Finally, it strives to lead the University in integrating course offerings and in providing an education enriched by humane values traditionally cultivated through the study of the Humanities.

Departmental Majors

I. American Studies

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

Program/Area	Credits
University Core Requirements	43-44
Electives	30
<i>Recommended Electives</i>	
ECO 203 - Macroeconomics	3
ECO 204 - Microeconomics	3
PSC 200 - American Government	3
SOC 150 - Introduction to Sociology	3
SOC 207 - Introduction to the Study of the Family	3
SOC 208 - Ethnic Variations of the American Family	3
SOC 301 - Social Problems in the U.S.A.	3
Major Courses	39
ANT 102 - Cultural Anthropology	3
HIS 201 - United States History I	3
HIS 202 - United States History II	3
LIT 203 - Survey of American Writers I	3
LIT 204 - Survey of American Writers II	3

AMS 105 - Introduction to American Studies	3
AMS 400 - Senior Seminar	3
AMS 470 - Internship I* or AS Elective**	3
AMS 480 - Internship II* or AS Elective**	3
Electives**	12

*Content determined by Individualized Career Focus. An elective taken in place of an internship must be an advanced 300 level course.

**Four advanced 300 level courses. At least two must have an AMS prefix. The others may be American Studies or appropriately approved 300 level courses in Art, Music, American Literature, Philosophy, etc.

Individualized Career Focus (21 credits)

Individualized focus determined by directed advising: Seven courses concentrated in Business (Accounting, Business Administration, Computer Science, Economics, Management, Marketing, Retail Management), Humanities (Art History, American Studies, Art, Literature, History, Music, Philosophy), Social Sciences (Anthropology, Economics, Psychology, Sociology), or Education depending on the career orientation of the student. Students concentrating in Education may elect a focus in Secondary Education which leads to certification in Social Studies.

II. Global Studies

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
Core Courses	43-44 credits
Major Courses	53 credits

The Department 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

FRE 300 - French Literature and Fine Arts	3
HIS 220 - Exploration: History of Modern Europe	3
GLS 300 - Exploring Paris	3

Focus Mexico

LIT 360 - Mexican Literature and Culture	3
HIS 250 - Exploration: The Legacy of Mesoamerica	3
GLS 304 - Cultural Encounters in Mexico	3
HIS 320 - Gender Issues in Mexico	3
SPA/GLS 250, 251, 350, 351 - Immersion Spanish	8

Electives	24
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III. Liberal Studies

The Liberal Studies major gives the student primary responsibility to design his/her own college education. A good liberal arts education investigates one's relation to the world through the process of discovery, and

discovery is best begun at the point of one's own interests and goals. In the absence of restricting course requirements, but in close concert with a faculty advisor each semester, the Liberal Studies student plans a broad-based program. During the third and fourth years the focus turns towards creating a cohesive cluster of courses dealing with a specific theme chosen by the student.

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

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

All UNE students take the University Core curriculum. In addition to the Core requirements, a Liberal Studies candidate will take a minimum of 33 credits in the Humanities in consultation with his/her advisor.

Program/Area	Credits
University Core Requirements	43-44
Humanities Courses Requirements	33
<i>(In consultation with advisor)</i>	
Elective Courses	
Electives sufficient for minimum degree credit of	120

Other Humanities Department Programs

Minor in Humanities

A student in another department may, with the permission of the Department of Humanities, take a minor within the department upon the completion of 18 hours of course work in the appropriate field. Fields include, but are not limited to, Fine Arts, Music, American Studies, Literature, and History.

Pre-Law Emphasis

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

Curriculum List — Department of Humanities

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

Subject Area	Credit
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American Studies

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

Core Curriculum (Westbrook College Campus)

CC 205 - Western Civilization	3
CC 304 - Contemporary World Civilizations	3
CC 306 - Self, Culture, and Society	3

English

ENG 110 - English Composition*	4
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*(can not be used as a Humanities elective)

Fine Arts

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

French

FRE 100 - Exploration: Living French I	3
FRE 101 - Living French	3
FRE 200 - Topics in French Literature	3

Global Studies

GLS 300 - Exploring Paris	3
GLS 302 - Exploring Brazil	3
GLS 304 - Cultural Encounters in Mexico	3
GLS 306 - Exploring Morocco	3
GLS 308 - Exploring Ireland	3
GLS 400 - Perspectives on Culture	3
GLS 410, 411-Topics in American Culture I & II	3 ea
GLS 450 - Forth-Year Seminar: Int'l Comparative Studies I	3

History

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

Liberal Learning

LIL 100 - Exploration: The American Film	3
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
LIL 205 - Transcultural Health Care	3
LIL 400 - Senior Seminar	3
LIL 401 - Interdisciplinary Writing Project	3
LIL 402 - Senior Thesis	3
LIL 495 - Internship in Liberal Studies	3-9

Literature

LIT 121 - Exploration: Literature, Nature, & Biology	3
LIT 122 - Exploration: Filmscript Writing	3
LIT 203 - Survey of American Writers I	3
LIT 204 - Survey of American Writers II	3
LIT 207 - American Women Writers	3
LIT 221 - Topics in British Poetry	3
LIT 222 - Topics in American Poetry	3
LIT 231 - Intro to Film	3
LIT 300 - Lit & Cultural Prod in Epoch of Globalism	3
LIT 310 - Creative Writing	3
LIT 341 - Topics in British Fiction	3
LIT 342 - Topics in American Fiction	3

LIT 345 - Shakespeare	3
LIT 351 - Re-Writing West: Afr Lit Post-Colonial Per	3
LIT 352 - The Nature Writers	4
LIT 357 - Irish Culture & Fiction	3
LIT 358 - Moroccan Literature & Culture	3
LIT 360 - Mexican Literature & Culture	3
LIT 450 - Adv Topics in Literature of Nature	3

Music

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

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, Psuedo 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 Political 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

Spanish

SPA 101, 102 - Exploration: Basic Spanish I & II	3 ea
SPA 211, 212 - Intermediate Spanish I & II	3 ea
SPA/GLS 250, 251, 350, 351 - Immersion Spanish	8

Speech

SPC 100 - Effective Public Speaking	3
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Department of Learning Assistance *and* Individual Learning *College of Arts & Sciences*

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

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.

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

Marchand, Lois Tutor Coordinator/Instructor M.Ed., University of Maine - Community Counseling; B.A., University of Massachusetts - Education/Speech.

Nero Zuke, Nannette Learning Specialist/Assistant Professor
M.S., University of Southern Maine - Adult Education; B.S., Bentley College - Marketing Management; C.A.G.S., University of New England - Marriage & Family Therapy.

O'Connor, Maura ILP Learning Specialist/Instructor
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 Department of Learning Assistance and Individual Learning (LAC/ILP) 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/ILP 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;
- 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;
- A stipend-based, comprehensive intervention program for students who have learning disabilities; and
- 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 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*. The LAC also administers Learning Style Inventories during the orientation period. 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.

Individual Learning Program

The Individual Learning Program (ILP) is a voluntary, stipend-based comprehensive academic support program. The ILP is designed for students who have documented learning or attentional disabilities and who would like to participate in a program that offers comprehensive support services. Individuals who apply and are accepted to the ILP must meet the academic and technical standards required for admission to UNE's University-campus programs.

First-year students receive comprehensive support services and receive three credits for participation. These credits count towards full-time enrollment but do not satisfy graduation requirements. Services include regular individual advisement sessions with a Learning Specialist; individual and group assistance with study strategies, such as managing time, taking notes, reading textbooks, taking tests, and applying self-monitoring skills; individual and group sessions concerning issues surrounding self-advocacy, disclosure, and social/emotional issues related to college; co-advisement, in coordination with the student's academic advisor; individual professional writing support; and, peer and professional tutoring in the content areas. Students who choose to continue to receive comprehensive services for a second year receive the same array of services but are encouraged to apply self-monitoring skills with a greater degree of independence. Second- and

third-year students may opt to continue to receive specific services, on a contractual basis (one credit is awarded for participation at this level). The overall goal of the ILP's stipend-based program is to prepare students to succeed, within the parameters of federally mandated reasonable accommodations, in meeting the demands of the university curriculum. When students make the transition from the ILP, they continue to receive course and examination accommodations through the Office for Students with Disabilities. They may also receive academic support services, such as peer tutoring and writing support, through the Learning Assistance Center.

ILP fees are assessed at the beginning of each semester. The fee for participation will be prorated for students admitted after the beginning of a semester. In the event that a student withdraws, refunds will be granted according to UNE's tuition refund policy (see appropriate section in catalog).

Information concerning the application process may be obtained from the Admissions Office. Self-disclosure is voluntary, will be kept confidential, and will be used only in accordance with Section 504 of the Rehabilitation Act of 1973. Applicants must release an original copy of their most recent psycho-educational evaluation to UNE's Admissions Office. Unless the applicant is under 18, measures for adults should be used. The following paragraph describes the University's requirements for documentation of a learning disability.

Guidelines for Documentation of a Learning Disability: Comprehensive testing that assesses **Aptitude** (i.e., *WAIS-III*, *WAIS-Revised*, *Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability*, *Stanford-Binet Intelligence Scale: Fourth Edition*); **Achievement** (i.e., *Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Achievement*, *Stanford Test of Academic Skills*, *Scholastic Abilities Test for Adults*, or *specific achievement tests such as the Test of Written Language-2*, *Woodcock Reading Mastery Tests-Revised*, or *the Stanford Diagnostic Mathematics Test*), and **Information Processing** (i.e., subtest scores from the *WAIS* or *Woodcock-Johnson* may be used to evaluate short- and long-term memory, sequential memory, auditory and visual perception/processing, and processing speed).

Note: These guidelines were established by the University's Office for Students with Disabilities. In

order to be registered with the University and to request academic adjustments, such as course accommodations or program modifications, students must register with that office.

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 year. In addition, faculty members often collaborate and consult with the OESL regarding the assessment, registration, and support of ESL students.

Proctoring: Individuals who undertake college-level study as second-language learners may require alternative or adjusted methods for assessing content-area learning. Students may request accommodations by talking to the OESL 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.

Department of Life Sciences

College of Arts & Sciences

Saboski, Eleanor (Interim Chair) Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.	Associate Professor
Brown, Anne Christine Ph.D., University of Oregon-Biology; B.A., Bowdoin College-Biology.	Associate Professor
Carter, Jacque (Interim Dean, College of Arts and Sciences) Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Associate Professor
Daly, Frank J. Ph.D., Boston University-Anatomy and Neurobiology; B.S., Stonehill College-Biology.	Assistant Professor
Danley, J. Mark M.S., West Virginia University-Biology; B.S., The Pennsylvania State University-Biology.	Visiting Instructor
Eakin, Richard Ph.D., University of Maine, Orono-Zoology; M.S., University of Maine, Orono-Zoology; B.S., Westminster College.	Professor
Einsiedler, Linda M.S., Boston University; B.S., University of New Hampshire.	Assistant Professor
Emery, Ivette Freixas Ph.D., University of Pennsylvania-Molecular Biology; B.S., Syracuse University-Biology.	Assistant Professor
Fisher-Dark, Christina Ph.D., Harvard Medical School-Pharmacology; B.S., St. Bartholomew's Hospital Medical College, University of London-Physiology.	Associate Professor
Grumbling, Vernon Owen Ph.D., University of New Hampshire-British Romantic Literature; M.A., Northeastern University-British & American Literature; B.A., St. Vincent College-English.	Professor
Johnson, Mark Ph.D., University of Alabama-Biology; B.A., Fairhaven College, Western Washington University-Whole System Studies.	Assistant Professor
Lemons, John Ph.D., M.S., University of Wyoming-Zoology and Physiology; B.S., California State University at Long Beach-Zoology.	Professor
Morgan, Pamela M.S., University of Maine-Botany, Plant Pathology; B.S., Lafayette College-Biology.	Assistant Professor
Ono, Kathryn Ph.D., University of California-Davis-Zoology; M.A., University of California-Davis-Zoology; B.A., University of California, Santa Cruz-Biology.	Assistant Professor
Peterson, Dana M.A., University of Colorado-Biology; M.Ed., University of Oklahoma-Secondary School Administration; B.A., University of Missouri-Biological Sciences.	Laboratory Instructor
Samuel, Gilbert Ph.D., University of New Hampshire-Parasitology; M.S., University of Madras-Zoology; B.A., University of Madras-Zoology.	Professor
Sandmire, David M.D., University of Wisconsin Medical School; M.A., University of Wisconsin-History of Science and Medicine; B.S., University of Wisconsin-Biochemistry.	Assistant Professor

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Zeeman, Stephan

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

Associate Professor

Zogg, Greg

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

Assistant Professor

Department of Life Sciences

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

The Department offers Bachelor of Science degrees in Environmental Science, Environmental Studies, Marine Biology, Biological Sciences, Medical Biology, Medical Technology and Laboratory Science. In addition, it also provides a prescribed course of study designed to prepare students for admission to programs in allopathic or osteopathic medicine, physician's assistant, dentistry or veterinary medicine.

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

In addition, all programs stress the importance of field opportunities, research experience and experiential learning. The marine and environmentally based programs benefit from the University's ideal coastal set-

ting with the ocean, estuary, freshwater marshes and ponds, major river drainage basins and large lakes just minutes from campus. The department's medically related programs benefit from interaction with the College of Osteopathic Medicine as well as graduate programs in nurse anesthesia and physician assistant, which are located on the campus. Students are encouraged to enroll in a variety of internship opportunities including research and at sea experiences through our affiliate, the Bigelow Laboratories for Ocean Sciences. Students will fulfill requirements for Life Science majors by taking courses listed under headings for that specific major. There are also a variety of courses recommended for selection as electives in each degree program. This is to ensure that students, regardless of their major, receive a balanced exposure to major topics in modern biology as they progress through their major field of study. A minimum grade of C- must be achieved in all science and math courses used toward graduation in any of the programs in the Department of Life Sciences. A 2.00 cumulative average in sciences is a requirement for graduation in any of the programs in the Department of Life Sciences. Medical Technology students should consult the appropriate section of the catalog for specific grade requirements.

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. This integrative approach enables stu-

dents 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. Covered in 2 semesters, 15 credits.

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' honors program gives qualified students an opportunity to do independent study and research with distinction in their major fields. The honors program consists of the writing of a substantial thesis and an oral examination on the thesis and the major field of study. The oral-examination committee includes the thesis advisor, members of the major department, at least one faculty member who is not a member of the major department, and an examiner from another college or university who specializes in the field of study. Honors study usually is carried on throughout the third and fourth years under the guidance of a faculty advisor. Students normally enter the program at the start of the third year. Students who wish

to be nominated to the honors program should contact their faculty advisor or the department chair for information regarding qualifications for acceptance into the program and nominating materials.

Non-Majors and First-Year non-DLS Students

All first year non-DLS students at UNE participate in a semester-long "learning community" which includes General Biology, Introduction to Environmental Issues, and Environmental Learning Community Seminar. 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
LSC 104 - Environ Learning Community Seminar	1

Department of Life Sciences Major Programs

Environmental Majors

The Environmental programs are designed for students interested in pursuing studies of natural resources and environmental issues through an emphasis on the sciences as well as an exploration of the relationships among environmental issues, socio-political traditions and policies, and humanities-based ideas. The two majors, **Environmental Science** and **Environmental Studies**, share a common core experience to which is added courses appropriate for each. Active learning is encouraged, and problem solving and critical thinking skills are emphasized.

The development of the student's knowledge base and skills proficiency is a major goal of each program and is particularly addressed in the Second Year Learning Community on Sustainability-- a team-taught, intensive, ten-credit, year-long course accompanied by experiential labs. Here students learn a variety of skills, including field work, research and computer skills, as

well as communications skills in writing, speaking and multimedia. Over the course of the four-year program, students will have gained an adequate background of knowledge and skills for entry-level positions and for graduate study in environmental programs.

For both majors, the following core of courses must be completed successfully:

Environmental Program Core

Program/Degree Area	Credits
University Core Requirements	43-44

Required Environmental Courses	23-24+var. credits
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Environmental

ENV 100 - Introduction to Environmental Issues	3
ENV 201-202 and ENV201L and 202L - Learning Community on Sustainability I and II	10
ENV 300 - Environmental Ethics	3
ENV 380 - Environmental Case Studies -or- ENV 375 - Environmental Impacts	4
ENV 399 - Advanced Topics in Environmental Issues	3

Required Life Science Courses	variable
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LSC 100 - Introduction to Learning Community	1
LSC 410 - Life Sciences Research -or- LSC 495 - Life Sciences Internship	variable

Required Science & Mathematics Courses	30
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Biology

BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 350 - Ecology	4

Chemistry

CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4

Geology

GEO 200 - Geology	4
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Mathematics

MAT 200 - Statistics -or- MAT 220 - Statistics for Life Sciences	3
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Required Humanities Exploration

LIT 121- Exploration: Literature, Nature & Biology (or other designated Humanities Exploration)	3
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Environmental Science Major

This major is designed for students who prefer to emphasize the scientific aspects of natural resources and environmental issues. It emphasizes proficiency in the sciences, but also provides students with an understanding and awareness of relationships between environmental problems and socio-political traditions and policies. To complete this major, students will finish

the above core of courses and, in consultation with their advisors, will select a least four additional courses in Biology, Chemistry, Environmental Science and/or Physics. In addition, it is possible for the Environmental Science major to add a defined minor in the following areas: Biology, Chemistry, Marine Biology, Animal Studies, and Environmental Health.

Environmental Studies Major

This major is designed for students primarily interested in the human and socio-political aspects of natural resource and environmental issues, while at the same time providing a foundation in the sciences.

In addition to the Environmental core requirements, this major requires at least five courses (exclusive of college core requirements) in areas outside of the physical, chemical and biological sciences. Choices might include courses in Environmental Literature, Philosophy, History, Education, Sociology or Economics, for example. The choice of courses will be based on an analysis of the personal and professional goals of the student by the team of student and advisor. With the aid of the faculty advisor, it is possible for the student to concentrate course work in areas such as Environmental Humanities, Marine Studies, or 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, if majors do not have a concentration in Marine Studies.

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.).

Biological Sciences

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

Biological Sciences Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Courses	31
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
<i>Literature</i>	
LIT 121- Exploration: Literature, Nature & Biology	3
<i>Environmental</i>	
ENV 100 - Intro to Environmental Issues	3
<i>Learning Community</i>	
LSC 100 - Intro to Learning Community	1
<i>Topic Areas*</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
*Specific topic area courses selected in consultation with academic advisor.	
Required Science & Mathematics Courses	32-34
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II -or-	5
CHE 310 - Biochemistry	4
<i>Mathematics</i>	
MAT 180 - Precalculus	4
MAT 200 - Statistics -or-	3
BIO 206 - Scientific Methods	4
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
<i>Elective Courses</i>	
Elective credit sufficient for minimum total of	120

Marine Biology

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

Marine Biology Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Courses	40
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 200 - Genetics	4
BIO 225 - Gulf of Maine Seminar	1
BIO 250 - Marine Biology	4
BIO 360 - Oceanography	4
<i>Topic Areas*</i>	
Physiology topic area	4
Ecology topic area	4
Organismal topic area	4
*Specific topic area courses selected in consultation with academic advisor.	
<i>Literature</i>	
LIT 121- Exploration: Literature, Nature & Biology	3
<i>Environmental</i>	
ENV 100 - Intro to Environmental Issues	3
<i>Learning Community</i>	
LSC 100 - Intro to Learning Community	1
Required Science & Mathematics Courses	32-34
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II -or-	5
CHE 310 - Biochemistry	4
<i>Mathematics</i>	
MAT 210 - Calculus I	4
MAT 200 - Statistics -or-	3
BIO 206 - Scientific Methods	4

<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4

<i>Elective Courses</i>	
Elective credit sufficient for minimum total of	120

Medical Biology

This program consists of two tracks designed for students whose primary interest is human biology or medicine. The first track is a four year program emphasizing cell biology and physiology. Prehealth professional students will find that the courses in this program satisfy requirements for employment in the field of biotechnology, for admission to graduate school, including schools in allopathic and osteopathic medicine, dentistry, veterinary medicine, and allied health fields.

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 program is a modification of the Medical Biology Program enabling students of the College of Arts and Sciences to complete both an undergraduate B.S. degree and Doctor of Osteopathy at COM, in only seven years.

This track requires that students maintain a minimum GPA of 3.00 overall and a 3.00 GPA in science. Enrollment in the 3-4 Track does not guarantee admission to COM and it is the student's responsibility, with consultation from his or her advisor, to plan for a timely completion of a degree program.

Upon successful completion of the first year of COM and CAS graduation requirements, a B.S. degree in Medical Biology will be awarded. Students not successful in their first year at COM will have appropriate prorated credit applied towards graduation from CAS. For additional curriculum information, refer to Special College Programs under the Admissions section of this catalog.

Medical Biology, Four-Year Track Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Courses	40
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4

BIO 200 - Genetics	4
BIO 245 - Gen Prin of Human Anat, Phys, & Patho I	4
BIO 345 - Gen Prin of Human Anat, Phys, & Patho II	5
BIO 370 - Cell Biology	4
BIO 200 <i>or higher elective</i>	4
BIO 400 <i>or higher elective</i>	4

<i>Literature</i>	
LIT 121- Exploration: Literature, Nature & Biology	3

<i>Environmental</i>	
ENV 100 - Intro to Environmental Issues	3

<i>Learning Community</i>	
LSC 100 - Intro to Learning Community	1

Required Science & Mathematics Courses 37

<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
CHE 310 - Biochemistry	4

<i>Mathematics</i>	
MAT 180 - Precalculus	4
MAT 200 - Statistics	3

<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4

Elective Courses	
Elective credit sufficient for minimum total of	120

Medical Technology and Laboratory Science

The Medical Technology program consists of three years at UNE and a final clinical year in an accredited hospital Medical Technology program. Enrollment in the Medical Technology Program does not guarantee admission in an accredited hospital Medical Technology program. An optional four year program in Laboratory Science is available to students who wish to complete a four year baccalaureate program before entering the clinical year. Since some required courses are offered on an alternate year basis, students transferring into the Medical Technology Program should interview the Coordinator of Medical Technology to determine whether they can complete the on-campus program within the allotted time. Transfer students also need to ascertain the availability of hospital openings before enrolling. The clinical year fees are hospital tuition plus an administration fee.

Medical Technology and Laboratory Science Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Courses	36
<i>Biology</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
BIO 226 - Microbiology	4
BIO 245 - Gen Prin of Human Anat, Phys & Path I	4
BIO 345 - Gen Prin of Human Anat, Phys & Path II	5
BIO 260 - Immunology	4
BIO 308 - Pathogenic Microbiology	4
<i>Environmental</i>	
ENV 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	4
MAT 200 - Statistics	3
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

The following courses are usually required for admission to osteopathic or allopathic medicine, dentistry or veterinary medicine:

Required Program Courses	Credits
<i>Biology Courses</i>	
BIO 100 - Biology I	4
BIO 101 - Biology II	4
<i>Chemistry</i>	
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
CHE 210 - Organic Chemistry I	5
CHE 211 - Organic Chemistry II	5
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
Total	34

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 satisfactory completion of the first year at COM.
- Students must fulfill all other CAS and COM requirements and business office obligations.

Pre-Physician Assistant 3-2 Track

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

Students begin by completing the required courses for a life sciences baccalaureate degree. This first phase includes all prerequisite course work required for admission into the graduate PA degree program. This includes two semesters (6 credits) of advanced biology; two semesters of chemistry, with lab (8 credits); one semester of biochemistry (4 credits); two semesters of English (6 credits), 3 of the credits must be in English Composition; and two semesters (6 credits) in psychology/sociology or related behavioral science. In addition, the following courses are incorporated into the curriculum: statistics, physics, general biology, anatomy & physiology, and organic chemistry. Students are encouraged to earn and maintain a current certificate in Basic Life Support. During the first three years of study, especially, but not exclusively, during the summer months, students are encouraged to obtain considerable direct patient experience (paid or volunteer) in a health/human services setting.

In the second phase, students will begin their application for admission into the Masters Physician Assistant program. In order to be eligible for a guaranteed interview for admission into the University of New England PA program, by January 15th of their junior year, students must submit a completed application, have maintained a science GPA of 2.75 and an overall GPA of 3.0. Transfer students should note that grade point calculations for this purpose are based on all course work taken regardless of where the credits were earned.

Enrollment in the 3-2 Track does not guarantee admission into the Masters Physician Assistant program. In the event a student does not proceed into the Masters Physician Assistant program, it is the student's responsibility to plan for timely completion of the baccalaureate program. Students admitted into the graduate PA program will receive a bachelors degree upon completing the first year of graduate studies. After successful completion of the second year of PA education, a Physician Assistant Certificate and Master of Science Degree will be awarded. Students should consult their academic advisor for additional information regarding the program.

Physician Assistant 3-2 Curriculum

Program/Degree Area	Credits
University Core Requirements	43-44
Required Program Courses	29
<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	4
<i>Environmental</i>	
ENV 100 - Intro to Environmental Issues	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
<i>Mathematics</i>	
MAT 180 - Precalculus	4
MAT 200 - Statistics	3
<i>Physics</i>	
PHY 200 - Physics I	4
PHY 201 - Physics II	4
First-Year PA Courses (graduate level)	54
<i>(see listing in program area of graduate section of this catalog)</i>	
Minimum Credits for B.S. Degree	149

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 18 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 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 Instructor
M.A., University of Maine - Mathematics; B.S., Southeastern Massachusetts University - Mathematics.

Kuczkowski, Thomas Associate Professor
M.S., Northeastern University - Mechanical Engineering; B.S., University of Dayton - Mechanical Engineering.

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.

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, Quantitative Reasoning, Statistics (MAT 022, MAT 120, MAT 200)
- L4 Placement into Math for Elementary School Teachers, Finite Mathematics, Precalculus, Statistics for the Life Sciences, Statistics and Research Methods for Physical Therapists (MAT 110, MAT 150, MAT 180, MAT 220, MAT 230) and courses listed at L3.
- L5 Placement into Calculus I (MAT 210) and courses 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 Interim Chair/Assistant Professor
M.S.N., Salem State College; B.S.N., Adelphi University-Nursing.

Berardelli, Catherine Associate Professor/Coordination of Israel College Nursing Degree Completion Program
Ph.D., Adelphi University-Nursing; M.S.N., University Southern Maine-Nursing; B.S.N., Oregon Health Sciences University; FNP, Adelphi University-Nursing.

D'Alfonso, Francine Assistant Professor
M.S.N., Simmons College; B.A., University of Rhode Island; R.N., Newton-Wellesley Hospital School of Nursing; NP-C, Simmons College.

Gorman, Enid Assistant Professor
M.S.N., University of Southern Maine; B.S.N., Texas Women's University

Haas, Barbara Associate Professor, Coordinator Summer Co-op Education
M.A., B.S.N., New York University-Nursing.

Larrabee, Joyce Assistant Professor
M.A., Ohio State-Women's Studies; B.S.N., Ohio State-Nursing; R.N., Hartford Hospital.

McNelly, Donna Assistant Professor, Coordinator A.D.N. program
M.S., University of Southern Maine-Nursing; B.S.N., University of New England; R.N., Maine Medical Center School of Nursing.

Morris, Cynthia Assistant Professor
M.S., University of Southern Maine-Nursing; B.S.N., University of Southern Maine-Nursing; B.A., University of New Hampshire; A.A. Green Mountain College.

Pardue, Karen Assistant Professor/Coordinator BSN Programs
M.S., B.S., C.S., Russell Sage College-Nursing.

Rosen, Maria Assistant Professor
M.S., Boston College-Pediatrics; M.S., Boston University-Nursing Administration; B.S.N., Boston State College; A.D.N., Mass Bay Community College.

Simpson, Nancy Assistant Professor
M.S., University of Southern Maine-Nursing; B.S.N., University of Maine, Portland-Gorham.

Spear, Nona Assistant Professor
M.S., Boston University-Nursing; B.S.N., St. Joseph College-Nursing.

Vincent, Noreen Assistant Professor
M.S., University Southern Maine-Nursing; B.S.N., Hunter College.

Whitten, Mildred Assistant Professor
M.S., B.S.N., University of Southern Maine.

Overview

In keeping with current trends in professional nursing, the department offers several program options in order to provide a continuum of nursing education to better meet varying student career aspirations:

The Associate Degree in Applied Science program (ADN), which may be completed in two years of full-time study, provides entry-level preparation in nursing and a foundation for career mobility. Associate degree

nursing education prepares the student to function within a variety of health care settings and to work as a member of the interdisciplinary health care team. The program furnishes foundational background in the arts and sciences to broaden student perspectives beyond the area of technical competence. The graduate functions as a provider of care, a manager of care, and a member within the discipline of nursing. The academic preparation prepares the associate degree nurse to delegate and to assume responsibility for the work of lesser prepared health care workers.

The Generic Baccalaureate program (BSN) offers a distinctive curriculum focusing on commitment to professional ideals and on excellence in the practice of nursing. The curriculum provides a strong foundation of knowledge in the sciences and liberal arts. Students begin study in the nursing major in the first semester of their first-year through an exploration of such concepts as caring and professionalism. Learning experiences are selected to help students think critically, communicate effectively, and to enable students to care for underserved populations. To increase confidence and competence, students participate in cooperative educational experiences during three summer sessions. The program provides students with a broad education as a generalist in beginning professional practice and provides the credentials necessary for graduate education. This program may be completed in four years of full-time study. Students with sufficient transfer credit may complete the program in three years of full-time study.

The Baccalaureate Completion program (RN-BSN) is an upper-level, transfer program in professional nursing designed to support working registered nurses who currently have a diploma or associate degree in attaining their baccalaureate degree in nursing. The program represents an opportunity for RN students to broaden and enhance current knowledge and skills, acquire new knowledge in the theory and practice of nursing, increase career opportunities, and provide the credentials necessary for graduate education. The program provides the student with both classroom and experiential learning opportunities and includes a balance between professional study and study in the arts and sciences. In keeping with the UNE philosophy of general education, which values ideas as well as skills, the BSN student is exposed to different ways of knowing through study of the social sciences, natural sciences, and hu-

manities. This program may be completed in two years of full-time study, or four years of part-time study.

Student who complete successfully the baccalaureate nursing degree are prepared to enter the Simmons College program for Master of Science in Primary Health Care.

The RN-Master of Science program (RN-MS), offered in conjunction with the Simmons/UNE Partnership in Primary Health Care Nursing, is designed for registered nurses who currently have a diploma or associate degree, who have at least one year of clinical experience, and who wish to continue their educational progress toward a master's degree as a primary health care practitioner. Areas of clinical concentration at the masters level include Adult, Family, and Pediatric. Students earn a baccalaureate degree in Nursing from UNE and a Master of Science degree from Simmons College. The program of study provides increased career mobility and the credentials for doctoral study. This program may be completed in three years of full-time study. Upon completion of the graduate portion of the program students are eligible to sit for national certification as a Nurse Practitioner.

The MS program, offered in conjunction with the Simmons/UNE Partnership in Primary Health Care Nursing is a one day per week college program designed for baccalaureate prepared registered nurses who have at least one year of clinical experience and who wish to move into an advanced practice nursing role as a primary health care practitioner. Areas of clinical concentration include Adult, Family, and Pediatric. The program of study provides increased career mobility and the credentials for doctoral study. The RN-MS program may be completed in a minimum of four years of full-time study. Students are eligible then to sit for national certification as a Nurse Practitioner.

The Israel Branch Campus RN-BSN program is an international program developed to educate non-traditional students from Israel who are currently licensed and practicing registered nurses seeking baccalaureate preparation in nursing. The program stimulates awareness of diversity, knowledge of the community as client and partner in health care, development of professional awareness and personal growth. The program is designed to take advantage of prior education, work and life experience and may be completed in three semesters of full-time study; two semesters in Israel and an intensive six-week summer

session in Maine. The program provides opportunities for the registered nurse to broaden and enhance current knowledge and skills and provides credentials necessary for graduate education.

Accreditation

The following programs are accredited by the National League for Nursing Accrediting Commission, 350 Hudson Street, New York, NY 10014, 1-800-669-9656: ADN; Generic BSN; RN-BSN; RN-MS; MS.

Philosophy

The philosophy of the Department of Nursing is consistent with the mission and goals of the University of New England and based on faculty maintained values and beliefs.

Nursing, a caring art and science, encompasses the diagnosis and treatment of human responses to health and illness. The faculty believe that nursing not only involves using a problem solving process to guide people in identifying their own health care needs but also involves supporting people in the decisions they make about their health. Nurses assume many roles as they work collaboratively with clients, families, and other health care professionals in providing care. These multiple roles include being an advocate, a teacher, a caregiver, a counselor, a case manager, a leader, a change agent, and a researcher. As a health care resource, nurses are available to people to assist them in attaining and maintaining health in whatever setting clients may be found. Since the society in which nurses function is rapidly changing, and technologically oriented, nurses use knowledge gained from theory, research and clinical experience to guide their practice.

The faculty believe the practice of nursing must be in accordance with established standards of clinical nursing practice and the American Nurses Association Code of Ethics. The outcomes of nursing practice include the prevention of illness; the promotion, support, and restoration of health; and the preparation for a dignified death incorporating independent, interdependent, and dependent care models.

We believe that clients, as partners in their care, may be individuals, families, groups, or communities. As such, we value the uniqueness, worth and integrity of

all people and believe that each human being is a dynamic holistic system. Holism is viewed as the integration of spiritual, physical, emotional, social, cultural, and cognitive dimensions. As people grow and develop they strive to meet the needs of these interconnected dimensions to achieve a sense of harmony and balance between self and environment. The environment is a dynamic set of internal and external systems.

The faculty view health as a personally perceived state of well being. Health is an ever-changing interplay among the spiritual, physical, social, cultural, and emotional dimensions of people. As a concept, health applies to individuals, families, groups, communities, and all of society.

The essence of professional nursing education lies in the academic experience which provides the foundation for intellectual inquiry. The process of learning is a continuous one wherein the student develops a unique understanding of theories and concepts from the natural and behavioral sciences as well as the liberal arts. The acquisition of this knowledge moves from simple to more complex and is evidenced by the student's integration of theory into practice at all levels. The faculty, committed to liberal education as fundamental for the development of critical thinking, decision making, and communication skills, strives for a balance between arts, sciences, humanities, and professional studies. Optimal learning occurs in a supportive, caring and interactive environment which takes into account the diversity of culture and experience that students bring to the learning situation. We believe that education is a partnership between student and teacher, where the teacher serves as a facilitator and guide. Student learning is a collaborative one whereby students learn from clients, peers, mentors, preceptors, as well as faculty. Faculty are receptive to individual student needs, flexible to individual learning styles, and committed to a continuum of nursing education which begins with the associate degree and culminates with the doctoral degree.

The faculty believe that the availability of multiple entry and exit points in professional education is critical for students to meet varied career aspirations. The nursing programs of the University of New England provide the foundation for students to move from novice toward expert practice within the profession and allows students to explore expanded professional role opportunities.

Transportation

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

Associate Degree in Applied Science (ADN)

Program Outcomes

All Associate Degree Nursing program graduates will:

1. 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 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 within a changing society.

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 courses.
5. The student must maintain a minimum grade point average (GPA) of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. The student must follow all policies outlined in the Nursing Department Student Handbook.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Student Handbook or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Health

All 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	5
MCS 105 - Computer Literacy*	1

Credits = 16

Spring Year I

PSY 270- Sociocultural Context of Human Dev II	3
BIO 209 - Anatomy and Physiology	4
NSG 101 - Nursing I	8

Credits = 15

Summer Session

NSG 102 Nursing II	6
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Credits = 6

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 Elective	3
NSG 203A - Nursing IV-Maternal/Infant Nursing	3
NSG 203B - Nursing IV - Psychiatric Nursing	3
NSG 203C - Nursing IV - Intr Comm Hlth Nursing	3

Credits = 15

*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 (BSN) Generic Program

Program Outcomes

All Baccalaureate Degree Nursing program graduates will:

1. Apply a variety of critical thinking skills and problem-solving techniques to make clinical judgements 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, 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 a 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. High school diploma or the equivalent with a better than average achievement record in a college preparatory program.
3. A minimum of 2 years of science including chemistry and biology with lab.
4. A minimum of 2 years of High school, or the equivalent math including Algebra I & II.
5. Overall high school and Math/Science GPA of 2.5.
6. Students who fail to meet the nursing program admission criteria but meet the general admission criteria for UNE may enter the first year of the nursing program as an undeclared nursing student.
7. Interview with Nursing Department for advisement.

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/BSN courses;
- transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content;
- 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. All freshmen nursing students must successfully complete the freshmen nursing course requirements and successfully complete all science courses with a grade of C or better in order to qualify as a CNA and be placed on the CNA registry.
4. The student must obtain a minimum grade of "C" in all required science courses.

5. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.
6. Undeclared nursing students must attain a minimum grade of "C" (73) in all nursing classes and achieve a minimum overall GPA of 2.5 to be eligible for transfer into the nursing program by the end of the freshmen year.
7. Students must complete a summer cooperative education experience with a "pass" in order to progress to the next year of study within the major.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Student handbook or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Health

All BSN 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 125 hours of credit with a 2.0 GPA or above is required for the Bachelor of Science Degree in Nursing. The credits are distributed as follows:

Core Curriculum	31 credits
Arts & Sciences	30 credits
Nursing Major	64 credits

A minimum of 60 credits from UNE core and nursing is required to receive the UNE degree.

Generic BSN Program Curriculum

BSN Course Sequence

Fall, Year 1

BIO 208 - Anatomy and Physiology I	4
ENG 110 - English Composition	4
ENV 104 - Introduction to Environmental Issues	3
NSG 120 - Introduction to Professional Nursing	2
PSY 105 - Introduction to Psychology	3

Credits = 16

Spring, Year 1

BIO 209 - Anatomy and Physiology II	4
Humanities Explorations course	3
Humanities Expl or Social Behavioral Explorations	3
NSG 130 - Concepts Basic for Nursing Practice	5

Credits = 15

Summer Session, Year 1

NSG 199 - Summer Cooperative Education Experience	0
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(320 work hours)

Fall, Year 2

BIO 226 - Microbiology	4
LIL 201 - Roots of Contemporary World I	3
NSG 222 - Adult Health Status Assessment	3
NSG 223 - Nursing Care Adults with Acute Illness	4
PSY 220 - Sociocultural Context of Human Dev I	3

Credits = 17

Spring, Year 2

NSG 230 - Nursing Care of Chronically Ill Adult	5
NSG 225 - Pharmacological Concepts	3
PSY 270 - Sociocultural Context of Human Dev II	3
LIL 202 - Roots of Contemporary World II	3
BIO xxx - Pathophysiology	3

Credits = 17

Summer, Year 2

NSG 299 - Summer Cooperative Education Experience	0
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(400 work hours)

Fall, Year 3

NSG 323 - Nursing Adults with Mental Health Needs	4
NSG 333 - Gerontology for Health Care Professionals	3
Elective — Nursing	3
MAT 200 - Statistics	3
Advanced Humanities or Soci/behav.	3

Credits = 16

Spring, Year 3

NSG 324 - Nsg Care of Adult with Life-Threatn Cndtns	5
NSG 326 - Nursing Care of Child Bearing Family	4
NSG 305 - Community Health Education	3
Creative Arts Experience or Elective	3

Credits = 15

Summer, Year 3

NSG 399 - Summer Cooperative Education Experience	0
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(400 work hours)

Fall, Year 4

NSG 411 - Nursing Care of Child-Rearing Family	4
NSG 421 - Nursing with Groups & Communities	5
NSG 401 - Nursing Research Methods	3
Elective or Creative Art Experience	3

Credits = 15

Spring, Year 4

NSG 422 - Nursing Symposium	2
NSG 450 - Leadership in Professional Nursing	6
Advanced Humanities	3
Elective	3

Credits = 14

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

Program Outcomes

All Baccalaureate Degree Nursing program graduates will:

See program outcomes under generic baccalaureate nursing program.

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 professional 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 Professionals).
2. Completed health form, with proof of tuberculin testing, measles/rubella immunity, and Hepatitis B vaccine or titre.
3. Professional liability (malpractice) insurance (\$1,000,000 - \$3,000,000 coverage is required).
4. Current RN License.

Transfer Credits

1. ADN candidates for the BSN Completion program will be given full credit for their prior course work, up to a maximum of 60 credits.
2. Credits are transferrable if a grade of "C" or better was earned.
3. For diploma- based candidates, a portfolio will be submitted for transfer of nursing credits upon completion of the Health Assessment course in the Fall semester. An alternative mechanism for transfer of nursing credit is to take the NLN Mobility II exam.

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 experiential component of each course.
3. The student must obtain a minimum grade of "C" in all required science courses.
4. The student must maintain a minimum GPA of 2.0. Failure to maintain a GPA of 2.0 may interfere with progression.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies stated in UNE Student Handbook or Nursing Department Student Handbook.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.

5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.
6. Failure to obtain a grade of "C" or better in a required science course.

Graduation Requirements

A total of 122 hours of credit with a 2.0 GPA or above is required for the Bachelor of Science Degree in Nursing. The credits are distributed as follows:

Transfer Credits	60 credits
General Education	24 credits
Nursing Major	38 credits

A minimum of 38 credits from UNE nursing is required to receive the UNE degree.

BSN Completion Program Curriculum

Curriculum Sequence: (full-time study)

Semester, Course	Credits
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Fall, Year 1

NSG 301 - Nursing Theory	2
NSG 302 - Health Assessment	3
NSG 303 - Rehabilitation Nursing	6
Humanities Requirement	3
Credits = 14	

Spring, Year 1

NSG 304 - Families in Crisis	6
NSG 305 - Community Health Education	3
MAT 200 - Statistics	3
Humanities Requirement	3
Credits = 15	
Total First year credits = 29	

Fall, Year 2

NSG 401 - Nursing Research Methods	3
NSG 402 - Community Health Nursing	6
Humanities Requirement	3
ECO 202 - Principles of Macro Economics <i>or</i> an Introductory Economics course	3
Credits = 15	

Spring, Year 2

NSG 403 - Leadshp & Mgt Nurs Theory & Pract	9
Humanities Requirement	3
Pathophysiology	3
Elective	3
Credits = 18	
Total Second year credits = 33	

RN-MS Program (Simmons/UNE Partnership)

Program Outcomes

Upon successful completion of the baccalaureate nursing program at UNE, the student will be eligible to enter the Simmons College Master of Science in Primary Health Care Nursing program. Upon completing the masters portion of the program the student will have met the following program outcomes:

1. Utilize the nursing process to deliver comprehensive primary, secondary, and tertiary health care as primary health care nurse practitioners to clients in a variety of health care settings.
2. Synthesize knowledge from nursing and the behavioral, natural, and applied sciences to design and provide health care interventions for clients.
3. Demonstrate accountability for nursing judgments and therapeutic interventions utilized in the delivery of primary health care to clients.
4. Implement the role of the primary health care nurse practitioner in accordance with American Nurses Association standards.
5. Execute leadership skills and management processes within the interdisciplinary health care team to maximize client wellness.
6. Initiate change through negotiation with other professionals in the health care delivery system.
7. Evaluate the outcomes of primary, secondary, and tertiary interventions for clients through the application of knowledge of organizational systems, economics and politics of health care.
8. Design health care programs and evaluation methodologies to benefit clients.
9. Participate in original clinical nursing research designed to test nursing theory and to advance the science of nursing.
10. Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community endeavors.

Admission Requirements

1. Must hold an earned baccalaureate in nursing from an accredited institution.
2. Must possess cumulative GPA of 3.0 in all nursing courses.
3. Equivalent one year of full-time clinical nursing experience.
4. Interview with Simmons nursing faculty for advisement.

Transfer Credits

College credits obtained at other nationally accredited institutions of higher education may be transferrable upon admission based on the following conditions:

- a grade of "C" or better was earned;
- content is parallel to UNE/BSN or Simmons/M.S. courses;
- transfer credit for nursing credits may be given after review of course syllabus evaluation of comparable content;
- selected CLEP credits will be accepted upon admission;

Progression Requirements

1. All sciences requirements hold grade of "C+" or better.
2. Cumulative GPA of 3.0 in all nursing courses.
3. A minimum grade of "B" for NSG 404 - Normal and Abnormal Human Physiology.

For more information contact the University of New England Nursing Department.

Master of Science: Primary Health Care Nursing

See Simmons/UNE Partnership program catalogue for detailed description of the MS program option.

Israel Branch Campus RN-BSN Program

Program Outcomes

See program outcomes under generic baccalaureate nursing program.

Admission Requirements

1. Meet all the general admission requirements for UNE.
2. Graduation from a basic nursing program approved by the Israeli Ministry of Health.
3. Current Israeli RN certification from the Ministry of Health.
4. A minimum of 2 years of science including biology and chemistry with lab.
5. A minimum cumulative grade of 75 (C+) in nursing program.
6. Must have current CPR certification.
7. Must be able to verify health status and vaccination history.

Transfer Credits

1. RN-BSN candidates will be given 65 advanced standing credits from the successful completion of a basic nursing program, currently approved by the Ministry of Health.
2. Credits are transferrable if a grade of "C" or better was earned.
3. Up to twelve credits of transfer for introductory general education courses if a grade of "C" or better was earned.

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 (pass) the clinical component of any course which has such a requirement in order to pass the course.
3. The student must maintain a minimum GPA of 2.0. Failure to do so may interfere with progression.
4. Minimum TOEFL score of 550 to progress into summer session.

Dismissal

A student may be dismissed from the nursing program for any of the following reasons:

1. Failure to comply with attendance requirements.
2. Failure to comply with policies outlines in the catalog and student handbooks.
3. Failure to obtain a grade of "C" or better in a nursing course.
4. Failure to satisfactorily complete the clinical component of a nursing course.
5. Failure to perform in the clinical area in a manner that is deemed safe by the faculty.

Health

1. Verification of health status.
2. Proof of tuberculin testing yearly, measles/rubella immunity, and Hepatitis B vaccine or titre.
3. Copy of immunization record submitted to Nursing Department.

Required Documents

1. CPR certification.
2. RN certification.
3. I-20.
4. Immunization record.
5. Malpractice insurance through University policy.
6. Copy of passport

Graduation Requirement

A total of 126 hours of credit with a 2.0 minimum GPA or above is required for a bachelor of science degree in nursing. The credits are distributed as follows:

Advanced Standing Credit	65
Introductory General Education Credit	12
Arts & Science Core Credit	19
Nursing Major	30

A minimum of 49 credits awarded from the University of New England is required to receive a UNE degree.

Israel Branch Campus RN-BSN Program Curriculum

Semester 1

Course	Credits
12 credits of Introductory Course work must be completed prior to completing the final semester. Three credits of Introductory Course work must be Statistics. These courses may be transferred in if taken for academic credit from another college or university.	
PSY 105 - Introduction to Psychology	3
SOC 101 - Introduction to Sociology	3
ANT 101 - Introduction to Anthropology	3
- Introduction to Public Administration	3
MAT 200 - Statistics	3
Semester Total = 12	

Semester 2

ESL 100 - Preparatory English IA	3
ESL 200 - Preparatory English IB	3
ENG 110 - English Composition (A)	2
NSG 320 - Transition to BSN	2
NSG 430 - Advanced Health Status Assessment	3
NSG 421A - Nursing with Groups & Communities	2
Arts and Science Elective	3
Semester Total = 18	

Semester 3

ESL 300 - Preparatory English IC	3
ENG 110 - English Composition (B)	2
NSG 350 - Health Science Research	3
NSG 333 - Gerontology for Health Care Professionals	3
NSG 450A - Leadership in Professional Nursing	2
Nursing Elective	3
Arts and Science Elective	3
Semester Total = 19	

Semester 4

NSG 422 - Nursing Symposium	2
NSG 421B - Nursing with Groups & Communities	3
NSG 450B - Leadership in Professional Nursing	4
Nursing Elective	3
Semester Total = 12	

Total credits = 49 + 12 = 61

Department of Occupational Therapy

College of Arts & Sciences

MacRae, Nancy (Chair) Associate Professor
M.S., University of Southern Maine-Adult Education; B.S., University of New Hampshire-Occupational Therapy.

Arnold, Molly Co-Coordinator of Community OT Clinic; Clinical Assistant Professor
M.S., Sargent College of Allied Health Professions, Boston University; B.S., Sargent College of Allied Health Professions, Boston University-Occupational Therapy.

Croninger, William Associate Professor
M.A., Adams State College-Guidance and Counseling; B.A., Adams State College-Psychology; B.S., University of New England-Occupational Therapy.

DeBrakeleer, Betsy Clinical Fieldwork Coordinator
A.A.H.S., New Hampshire Vocational Technical College-Occupational Therapy Assistant.

Dunn, Louise Co-Coordinator of Community OT Clinic; Clinical Assistant Professor
M.S., Sargent College, Boston University-Occupational Therapy; B.A. University of Massachusetts-Psychology.

Froehlich, Jeanette Associate Professor
M.S.O.T., Sargent College of Allied Health Professions, Boston University-Occupational Therapy; B.S., University of New Hampshire-Physical Education, PrePhysical Therapy and Psychology.

Kimball, Judith Professor
Ph.D., Syracuse University-School Psychology; M.S., Syracuse University-Special Education; B.S., Boston University-Occupational Therapy.

Loukas, Kathryn Assistant Professor
M.S.O.T. Western Michigan University-Occupational Therapy; B.S., University of Colorado-Recreation

McLeod, Kerryellen Assistant Professor
M. H. Sc., McMaster University, Canada-Health Sciences; B.A., Massey University, New Zealand-Social Sciences; Diploma of Occupational Therapy, Central Institute of Technology, New Zealand.

Nesbit, Susan
Assistant Professor
M.S., Columbia University - Occupational Therapy; B.S., Ohio State University - Child Development.

Perry, Katherine Clinical Assistant Professor
M.A., New York University - Occupational Therapy; B.S., University of New Hampshire - Occupational Therapy; B.A., University of New Hampshire - Theater/Communications.

Robnett, Regula Assistant Professor
M.S., Colorado State University-Occupational Therapy; M. Ed., Colorado State University-Guidance and Counseling; B.S., Colorado State University-Psychology, German.

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 5th year will be considered to graduate with an occupational therapy degree.

The OT faculty support the view that all life activities (vocational, avocational, self-care, leisure, etc.) may be described as "occupations": humans are occupational by nature and occupations facilitate health and well-being. Occupational Therapy as taught at the University of New England is a holistic science 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 interferes 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, and sociocultural conditions which may contribute to or interfere with optimum functioning.
3. Medical psychosocial, and holistic interventions which may be used to treat these conditions.
4. Occupational Therapy procedures and activities which may be used to help the individual attain maximal functioning in occupational behavioral ability, choice, and satisfaction.
5. Basic research procedures, supervisory and administrative strategies, and health care delivery systems.
6. Occupational Therapy practice. A major strength of occupational therapy curriculum is its field base. Students are involved in the clinical application of learning each semester of the professional curriculum.

Occupational Therapy Program Curriculum

Pre-Occupational Therapy Requirements

Program/Degree Area	Credits
<i>Life Sciences</i>	
BIO 104 - General Biology	4
BIO 245 - Gen Prin Human Anat, Phys, & Path I	4
BIO 345 - Gen Prin Human Anat, Phys, & Path II	5
CHE 125 - Intro to Chem & Physics	4
ENV 100 - Intro to Environmental Issues	4
LSC 104 - Environmental Learning Com Sem	1
<i>Humanities</i>	
ENG 110 - English Composition	4
*Humanities Exploration course	3
*Humanities Exploration or Social/Beh Sci course	3
Creative Arts Experience	3
LIL 201 - Roots of the Contemporary World I	3
LIL 202 - Roots of the Contemporary World II	3

<i>Social & Behavioral Sciences</i>	
PSY 105 - Introduction to Psychology	3
PSY 205 - Abnormal Psychology	3
PSY 220 - Social/Cultural Context of Human Devel I	3
PSY 270 - Social/Cultural Context of Human Devel II	3
*SOC 150 - Intro Sociology -or- Social Explorations	3

<i>Other PreProfessional Core</i>	
OTR 201 - Introduction to Occupational Therapy	4
Volunteer experience becomes part of OTR 201	

Total Credits **60**

*Students must take six (6) credits of explorations courses, three (3) which must be in humanities. If students take a social explorations course in place of Intro to Sociology, they must take six (6) credits of humanities explorations or an additional social explorations and one (1) humanities explorations. During the professional program, two Advanced Humanities, one of which must be Ethics, and CIT 400 - Citizenship (1), are taken in the fourth year.

Occupational Therapy Professional Curriculum*

Fall of Third Year-15 Week Semester

<i>(September - December)</i>	
BIO 302 - Gross Anatomy	6
OTR 350 - Community Practicum I	1
OTR 352 - Seminar I: Intro to Groups	1
MAT 200 - Statistics	3
OTR 301 - Occ Therapy: Foundations of Practice	3
OTR 302 - OT Activities I	3
OTR 303 - Gerontics	2

Credits = 19

Spring of Third Year-15 Week Semester

<i>(January - May)</i>	
BIO 304 - Neuroscience	4
OTR 351 - Community Practicum II	2
OTR 353 - Seminar II: Leadership	1
OTR 312 - Devel Evaluations and Interventions	3
OTR 316 - Research Methods	3
OTR 311 - Neurodevel Conditions and OT Theory	6
OTR 310 - Kinesiology	2

Credits = 21

Fall of Fourth Year-15 Week Semester

<i>(September - December)</i>	
OTR 401 - Physical Functioning	4
OTR 415 - Technology	2

OTR 402 - Physical Functioning: Eval & Interventions	7
OTR 450 - Community Practicum III	2
OTR 452 - Seminar III: Prob Based Lrn w/Phys Dysf	2
OTR 516 - Research Project I	2
CIT 400 - Citizenship Seminar	1

Credits = 20

Spring of Fourth Year - 15 Week Semester

(January - May)

OTR 420/422 - Health Care Mgt & Delivery	3
OTR 411 - Occupational Therapy: Mental Health	3
OTR 412 - Mental Health Eval & Interventions II	2
OTR 451 - Community Practicum IV	2
OTR 453 - Seminar IV: Prob Based Lrn w/Mental Hlth	2
OTR 410 - Ethics	3
OTR 517 - Research Project II	3
Advanced Humanities	3

Credits = 21

Fifth Year-Summer/Fall - 24 Weeks

(July - December)

OTR 500 - Fieldwork IIA	6
OTR 501 - Fieldwork IIB	6

Credits = 12

(January - April)

OTR 505 - Frames of Reference	4
OTR 510 - Effect Practice: Sociocultural Persp of OT	4
OTR 518 - MS Project & Integrat Research in Practice	4
OTR 550 - Hlth Care Sys - Realities of Practice	4

Credits = 16

(May Term)

OTR 530 - Prof Electives (Advanced Therapeutics)	4
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**The Occupational Therapy faculty reserve the right to change courses or sequences.*

Pre-Professional Credits plus One	64
Credits of Professional Core	72
Total Credits for BS Degree	136
Credits for MS Degree (including FW II)	32
Total Credits for Master Science Occ Therapy	169

Clinical Experience

Students should be prepared for the added expense of weekly travel during Community Practicums I and II, and more extensive travel for two week time periods during Community Practicums III and IV. In addition, two three-month full-time clinical placements are

required. All Fieldwork II must be completed within 24 months following commencement exercises. A third three-month internship may be recommended for some students or a specialty internship may be elected. This would have to be completed after the master's year (please see note under curriculum). The expenses incurred for room and board during these internships, and travel to and from them are the responsibility of each individual student. Students should be prepared for the possibility of a fieldwork assignment anywhere in the United States. Due to the limited number of fieldwork sites available, a lottery system is used for assignment of mental health or pediatric fieldwork and a limited preference selection is used for the second placement in physical disabilities. While it is planned that students will participate in 2 fieldwork placements before returning to campus for the masters courses, scarcity of fieldwork sites means this will not be possible for all students. Those who do not complete 6 months of full-time fieldwork before masters year courses must complete them after the masters year May term.

Admission Requirements

Pre-Occupational Therapy Program

For entrance into the Pre-Occupational Therapy Program, students must meet the following requirements:

1. Students seeking admission to the Pre-Occupational Therapy Program should have completed high school courses in chemistry, biology, and two to three years of mathematics including Algebra II. They should emphasize communication skills and course work and activities that give them a feel for the developmental sequences that characterize human life from infancy to old age. Students should be in excellent health to be able to handle the rigors of the program and the professional demands that come after graduation.
2. Applicants to the Department of Occupational Therapy should submit their application materials to the Admissions Office during the fall of the year prior to matriculation. Decisions on applicants will be made on a rolling basis. Qualified students who apply after the fall will be admitted on a space-available basis.
3. A student in the preprofessional phase of the Occupational Therapy Program must be a full-time student at the University of New England for his or her first academic year, taking a minimum of 12 credit hours in each semester.

4. A student in the preprofessional phase of the Occupational Therapy Program who will complete all prerequisite course work by the end of the fall semester of the student's second academic year at UNE may be granted a leave of absence without losing his/her space in the professional program. All requests for leave of absence will be considered on an individual basis and must go through the Admissions Office.
5. Before entering the professional program, a student must have completed a course of self-study in medical terminology, a 20 hour volunteer experience, and the course Intro to OT (OTR201).
7. Level II Fieldwork must be completed within 24 months of the completion of the didactic course work of the Occupational Therapy Program.

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 professional program to any student who demonstrates behaviors deemed inappropriate for the profession.
6. The Admissions Department will assume primary responsibility for admission to both phases of the Occupational Therapy Program.

Special Expenses for Occupational Therapy

Students who are admitted into the Occupational Therapy Degree Program must be prepared to travel to facilities throughout the United States to complete the community practicum and fieldwork requirements. Fieldwork and travel expenses are estimated. Actual expenses are dependent on the location and requirements of the clinical center. Students will have limited preference options in selection of their clinical placements, and final decisions will be made by the Occupational Therapy Academic Fieldwork Coordinator.

Tuition for 12 credits of fieldwork is included in the 5th year tuition. Fieldwork is a prerequisite for the National Certification Exam, which is required in order to practice as an Occupational Therapist Registered. A third, optional fieldwork experience may be elected after the 5th year at continuing education rates (20% of tuition). If the student elects to terminate his/her first or second Level II placement, at or before midterm, he/she will receive a tuition credit which will amount to 20% of the total tuition charged for the terminated fieldwork experience. A repeat fieldwork will be charged at 1/2 the total fieldwork rate. Tuition credits will not be given for any affiliation terminated after the six week midterm evaluation.

Financial assistance for these additional expenses cannot be guaranteed, although every effort will be made to assist students with major financial problems.

Estimated Expenses	3rd Yr	4th Yr	5th Yr
Books and Supplies	\$800	\$800	\$600
Uniforms	50	50	—
Fieldwork Travel	400	400	2,000*
Fieldwork Housing	—	—	3,600*
Student Malpractice Ins	20	20	20
Totals	\$1,270	\$1,270	\$6,220

*includes 6 months Fieldwork II.

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 Languages: Spanish, French.

Bachelder, Brian Assistant Clinical Professor
M.S., University of Maine at Orono-Exercise Science; B.S., University of Maine at Orono-Physical Education; Certified National Athletic Trainer.

Fletcher, Jessica Jean Assistant Professor
M.S., Southern Connecticut State University, Special Education; B.S., Skidmore College-Health, Physical Education and Recreation.

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

Kuczkowski, Thomas Associate Professor
M.S.w, Northeastern University-Mechanical Engineering; Bachelor of Science, University of Dayton- Mechanical Engineering.

LaRue, Richard Associate Professor
D.P.E., Springfield College; M.S., Springfield College-; B.A., University Movement Science; B.A., University of Northern Iowa-Teaching; Physical Education, Health.

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

Maloney, W. Stanton Associate Professor
M.B.A., Northeastern University; B.S., Fordham University-Economics.

Miller, Audni (Director of Organizational Leadership Program) Associate Professor
Ph.D., The Ohio State University-Human Resource Development; M.A., The Ohio State University-Communication; B.A., Texas Lutheran College-English, Speech, Secondary Education.

Niles, Steve Associate Athletic Trainer
B.S., University of New England-Health Science; Certified National Athletic Trainer.

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.

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 promote discovery, creativity, problem-solving, decision-making and critical thinking. The competencies are accomplished through

a series of integrated, multi-disciplinary learning experiences that form a foundation for the student's further education in specialized study in the major.

In addition, all students in the Department of Performance Management are required to complete a series of field experiences (clinical placements or internships, depending upon the degree program) 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 major degree.

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 100 years of both teaching and work experience to the learning environment, and in facilitating the application of curriculum content to actual organizational and team settings.

The Degree Programs

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

Health Services and Wellness Programs:

(University Campus only)

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

Individual and Team Performance Programs:

(University Campus only)

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

Leadership Programs:

(Westbrook College Campus only)

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

International Health Care Program:

(In Israel and on Westbrook College Campus)

-Bachelor of Science in Health Services Management

All degree curricula consist of three parts:(1) Arts and Sciences Core Curriculum; (2) Program Area Core Curriculum; and, (3) Degree/Major Curriculum.

Health Services and Wellness Programs

The Department of Performance Management has two programs specifically designed for those individuals who have interests in the management of organizational, team or individual performance within a health setting. The curriculum for the two degree programs, Health Services Management and Sports and Fitness Management, are provided below.

Program/Degree Area	Credits
University Core Requirements	43-44
MAT 200 - Statistics	3
Organizational Performance Core	33
ACC 201 - Financial Accounting	3
ECO 203 - Macroeconomics	3
MCS 100 - Intro to Microcomputer Software	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 and the Law	3
MGT 360 - Leadership	3
MKT 101 - Introduction to Marketing	3
SFM 120 - Personal Health & Wellness	3
Internship	6
Degree/Major Curriculum	27
Elective Credits	
Sufficient electives for total degree credits of	120

Health Services Management Major

Health services management is an exciting field of study, combining management skills and knowledge with the delivery of a full range of health services. The curriculum is based upon a solid foundation of organizational courses, supplemented by specialized courses in health care. Students interact with health care leaders from the region and participate in health modeling opportunities.

Health Services Management Major	27
HSM 201 - Health Services Delivery Systems	3
HSM 210 - Legal & Ethical Issues in HS Mgmt	3

HSM 301 - Management of Health Services Orgs	3
HSM 310 - Financial Management of HS Orgs	3
HSM 415 - Public Hlth Concepts & Issues Comm Hlth	3
HSM 470 - Planning & Policy for Health Care Orgs	3
Management Department Electives	9

Sports and Fitness Management Major

A Sports and Fitness Management graduate of the University of New England is uniquely qualified to work as a business professional in the world of sports activities and programming, fitness facility management, and industry that promotes and markets healthy living. During four years of study, students learn the foundations of organizational performance, and its specific application to sports, health, and fitness, and apply the latest knowledge, skills and technology to facilities and program management. With the increased emphasis on maintaining health and fitness, the evolution of sports as an integral part of American culture, and organizations promoting healthy lifestyles, UNE Sports and Fitness Management graduates are effective health and fitness leaders prepared to improve the quality of life needed for people in the twenty-first century.

Sports and Fitness Management Major 27

SFM 101 - Recreation, Sports & Fitness in Society	3
SFM 202 - Fundamentals of Fitness	3
SFM 210 - Fund of Nutrition and Exercise	3
SFM 260 - Research Methods	3
SFM 280 - Health Promotion and Wellness Program	3
SFM 340 -Program & Facilities Management	3
SFM 401 - Seminar in Sports & Fitness Management	3
Departmental Electives	6

The American College of Sports Medicine (ACSM) requires about 800 hours of training for certification. These hours may be earned through several SFM Internships.

All SFM majors must complete cardiopulmonary resuscitation (CPR) and emergency first aid training prior to internships.

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 provide them with skills to work directly with those persons and groups desiring to enhance performance.

Bachelor of Science in Athletic Training

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
University Core Requirements	43-44
MAT 180 - Precalculus*	3
MAT 200 - Statistics	3
<i>*Prerequisite for PHY 200 - Physics</i>	
Athletic Training Major Courses	77
ATC 100 - Introduction to Athletic Training	1
ATC 101 - Prev & Care of Injuries	3
ATC 195 - Administration of Athletic Training Progs	1
ATC 299A - Clinical Experience 1	2
ATC 299B - Clinical Experience 2	2
ATC 302 - Assessment of Athletic 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
BIO 245 - Gen Prin of Anat, Phys & Patho I	4
BIO 345 - Gen Prin Anat, Phys, & Patho II	5
CHE 110 - General Chemistry I	4
HSM 201 - Health Services Delivery Systems	3
MGT 301 - Organizational Behavior	3
MGT 360 - Leadership	3
PHY 200 - General Physics I	4
PSY 105 - Intro to Psychology	3
SFM 101 - Recreation, Sports and Fitness in Society	3
SFM 120 - Personal Health & Wellness	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
Total for Degree	121-122

Academic Requirements. The athletic training student must maintain a minimum cumulative grade point average of 2.75 for the departmental courses. In addition to the minimum grade point average, the grade of “D” is not acceptable in any of the departmental courses. If the GPA falls below 2.75 in the departmental courses, the student will discontinue accruing clinical hours until such time as the GPA is at or above 2.75 in the departmental 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 (NATA) requires 1500 hours of training internship during the preparatory period. These hours may be earned through the clinical experiences.

All athletic training majors must complete cardiopulmonary resuscitation (CPR) and emergency first aid training.

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 op-

portunities involving physical activity programs in hospitals, industry, fitness facilities, and communities.

Exercise Science majors are required to complete the following curriculum:

Program/Degree Area	Credits
University Core Requirements	43-44
MAT 180 - Precalculus*	3
MAT 200 - Statistics	3
<i>*Prerequisite for PHY 200 - Physics</i>	
Exercise Science Major Courses	78
ATC 101 - Prev & Care of Injuries	3
ATC 330 - Gross Anatomy Lab	1
BIO 245 - Gen Prin of Anat, Phys & Patho I	4
BIO 345 - Gen Prin Anat, Phys, & Patho II	5
CHE 110 - General Chemistry I	4
EXS 499A - Clinical Experience 1	3
EXS 499B - Clinical Experience 2	3
HSM 201 - Health Services Delivery Systems	3
MGT 301- Organizational Behavior	3
MGT 360 - Leadership	3
MKT 101 - Introduction to Marketing	3
PHY 200 - General Physics I	4
PSY 105 - Intro to Psychology	3
SFM 101 - Recreation, Sports & Fitness in Society	3
SFM 120 - Personal Health & Wellness	3
SFM 130 - Motor Development	3
SFM 210 - Fundamentals of Nutrition	3
SFM 260 - Sports & Fitness Research	3
SFM 310 - Kinesiology and Biomechanics	3
SFM 320 - Exercise Physiology	3
SFM 330 - Fitness Evaluation & Prescription	3
SFM 340 - Program & Facilities Management	3
Departmental Electives	9

Total for Degree **121-122**

All exercise science majors must complete cardiopulmonary resuscitation (CPR) and emergency first aid training.

Academic Requirements. The Exercise Science student must maintain a minimum cumulative grade point average (GPA) of 2.75 for all departmental courses. In addition to the minimum GPA, the grade of “D” is not acceptable in any of these courses. If the GPA falls below 2.75 in these courses, the student will be unable to continue taking courses in these areas and will not be allowed to participate in clinical experiences.

Leadership Programs

The two leadership programs are offered on the Westbrook College Campus only. The Department of Performance Management's Leadership Programs are both 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 two programs, Organizational Leadership and The Capstone, 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

I. The Individual and Change

OLP 210 - Competencies and Career Development	3
OLP 220 - Adult Development and Learning	3
OLP 230 - Leadership and Diversity	3
OLP 240 - Business and Society	3

II. Interpersonal Dynamics

OLP 245 - Social Psychology in the Workplace	3
OLP 250 - Communication Dynamics in Orgs.	3
OLP 315 - Organizational Behavior	3
OLP 325 - Group Dynamics and Team-Building	3

III. Context for Leading

CC 304 - Modern World Civilizations	3
CC 306 - Self, Culture, and Society	3
CC 307 - Science, Technology, and Society	3
ECO 100 - International Economics	3

IV. Leadership

OLP 340 - Organizational Leadership	3
OLP 440 - Leadership and Organizational Change	3
OLP 450 - Organizational Planning & Decision Mknng	3
OLP 495 - Leadership Practicum	3

Incomplete Policy

The deadline for finishing incomplete courses work is the *first* Saturday of the five week segment which immediately follows the course, e.g., for the 1999-2000 academic year: October 9, and November 13, 1999; January 8, February 19, April 1, May 13, and June 24, 2000.

The Capstone Degree -- Bachelor of Science in Management

The Capstone is a two-year degree program which allows students to take full advantage of prior academic work by using it as a foundation for a degree in business administration. Course are designed specifically for working adults and are offered in the evenings, using the regular semester format.

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 coursework (120 credits), at least 42 hours must be in the Arts and Sciences. Field work and/or internship opportunities are available also for students.

The required course work is described below.

Capstone: B.S. in Management 60

Humanities Courses

CC 304 - Modern World Civilizations	3
CC 306 - Self, Culture and Society	3
CC 307 - Science, Technology and Society	3

Management Program Courses

ACC 201 - Financial Accounting	3
ACC 203 - Management Accounting	3
ECO 203 - Macroeconomics	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 and 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

**(Taken during final semester of enrollment in program)*

International Health Care Program

The University of New England offers a Bachelor of Science in Health Services Administration 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; ba-

sic 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.

Courses are scheduled during the day for adults working in the health care field and are offered in Tel Aviv, Haifa and Jerusalem. Part-time and full-time students complete 43 credits of coursework prior to coming to the Westbrook College Campus of UNE during the summer session to complete the final twelve (12) credits in the program. Graduation is held in Israel.

The curriculum of the degree program is as shown as follows:

Courses Completed in Israel

ESL 100 - English as a Second Language 1	3
ESL 200 - English as a Second Language 2	3
ESL 300 - English as a Second Language 3	3
MGT 101 - Introduction to Management	3

Three of the following:

ANT 101 -Introduction to Anthropology	3
HSM 202 -Economics of Health Care	3
PSY 105 - Introduction to Psychology	3
SOC 150 - Introduction to Sociology	3
ENG 110 - English Composition	4
HSM 201 - Health Services Delivery Systems	3
HSM 300 - Special Topics Seminar	3
HSM 301 - Administration of Hlth Serv Organizations	3
HSM 410 - Health Services Planning	3
HSM 415 - Pub Hlth Concepts & Issues in Comm Hlth	3
MGT 301 - Organizational Behavior	3

Courses Completed at

Westbrook College Campus, US

HSM 350 - Ethics & Soc Responsibilities Hlth Care	3
HSM 401 - Issues Hlth Care & Hlth Serv Mgt	3
MGT 302 - Human Resource Management	3
OLP 250 - Communication Dynamics in Orgs	3

Total credits through UNE for degree 55

Department of Physical Therapy

College of Arts & Sciences

Fillyaw, Michael (Interim Chair) Associate Professor
M.S., University of Massachusetts-Exercise Science; B.S., University of Connecticut-Physical Therapy.

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.

Butler, Barry Clinical Instructor
B.S., University of New England-Physical Therapy.

Giles, Scott Clinical Assistant Professor
M.S.P.T., Springfield College-Physical Therapy; B.S., Springfield College.

Leighton, Dennis Assistant Professor
M.S.P.T., Boston University-Physical Therapy; M.A., University of North Carolina-Physical Education; B.S., Springfield College-Physical Education. American Board of Physical Therapy Specialties, Certified Specialist in Orthopedic Physical Therapy.

Potter, Kirsten Associate Professor
M.S., University of Health Sciences, Chicago Medical School-Physical Therapy; B.S., State University of New York at Buffalo-Physical Therapy. American Board of Physical Therapy Specialties, Certified Specialist in Neurologic Physical Therapy.

Sheldon, Michael (Assistant Chair) Associate Professor
M.S., Duke University-Physical Therapy; M.S., University of Maine, Orono-Zoology; B.S., University of Rhode Island-Zoology.

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications in the preservation, development, and restoration of optimal physical function. Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. In addition, physical therapists interact and practice in collaboration with a variety of professionals, provide prevention and wellness services, consult, educate, engage in critical inquiry, and administrate, and direct and supervise physical therapy services, including supportive personnel (adapted from the Guide to Physical Therapist Practice). In order to practice as a physical

therapist, a person must have graduated from an accredited program, passed the national licensure examination, and received state licensure.

The goal of our physical therapy program is to educate students to become competent therapists who can 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.

Accreditation

The Physical Therapy educational program is accredited by the Commission on Accreditation in Physical Therapy Education.

Curriculum

The program of study in physical therapy at UNE combines a two-year preprofessional program, consisting of core curriculum courses in the liberal arts and prerequisite courses in foundational sciences, with a three-year (including one summer) professional curriculum that includes three, eight-week clinical practica interspersed with academic courses in the fourth and fifth years. Students admitted into the program begin as preprofessional physical therapy majors and, upon completion of the spring semester of their second year, qualified students progress to the professional program.

Physical therapy students will receive a Bachelor of Science degree, with a major in Health Sciences, upon successful completion of their fourth year of study. They continue in the fifth year to complete a Master of Physical Therapy (MPT) degree.

Physical Therapy Curriculum

Preprofessional Requirements	Credits
<i>Life Sciences</i>	
BIO 104 - General Biology	4
BIO 245 - Gen Prin of Anat, Phys, & Patho I	4
BIO 345 - Gen Prin of Anat, Phys, & Patho II	5
CHE 110 - General Chemistry I	4
CHE 111 - General Chemistry II	4
ENV 100 - Intro to Environmental Issues	3
LSC 104 - Environmental Learning Com Sem	1
PHY 200 - Physics I	4
PHY 201 - Physics II	4
<i>Humanities & Social/Behavioral Sciences</i>	
Creative Arts Experience	3
Humanities Exploration	3
Humanities Exploration -or-	
Social/Behavioral Sciences Exploration	3
Advanced Humanities (2 courses required; 3 cr. each)	6
ENG 110 - English Composition	4
LIL 201 - Roots of the Contemporary World I	3
LIL 202 - Roots of the Contemporary World II	3
PSY 105 - Introduction to Psychology	3
PSY 220 - Sociocultural Context of Hum Dev I	3
PSY 270 - Sociocultural Context of Hum Dev II	3
<i>Mathematics</i>	
MAT 180 - Precalculus -or-	
MAT 210 - Calculus I	4
<i>Physical Therapy</i>	
PTH 200 - Basic Concepts Health Care Profes I	1
PTH 201 Normal Development	2
Total Credits = 75	

Preprofessional Curriculum Sequence

First Semester

BIO 104 - General Biology	4
ENV 100 - 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 or MAT 210 - Calculus	4
ENG 110 - English Composition	4
PSY 105 - Intro to Psychology	3
CHE 111 - Chemistry II	4
FAR 120 - Applied Creative Arts	3
Credits = 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 - Sociocultural Context of Hum Dev I	3
PTH 200 Basic Concepts Health Care I	1
Credits = 15	

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 - Sociocultural Context of Hum Dev II	3
PTH 201 - Normal Development	2
Credits = 17	

Professional Program

The professional phase of the Physical Therapy program covers the last three years of the program, including the summer between the fourth and fifth 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 that are used to enable an individual to maximize function are integrated into the study of body systems. Students are also introduced to statistical and research procedures, educational theory and methodology, and management strategic planning, operations, and organizational principles and practices. Classroom, laboratory, and clinical experiences are provided. The clinical education sites are selected to provide a broad base of experience in a variety of settings.

Professional Program in Physical Therapy

Professional Requirements	Credits
<i>Biology</i>	
BIO 302 - Human Gross Anatomy	6
BIO 404 - Neuroscience	4
<i>Education</i>	
EDU 4xx - Educational Methodology	3
<i>Physical Therapy</i>	
PTH 300 - Basic Concepts of Health Care II	1
PTH 305 - Kinesiology	7
PTH 310 - Problems of Musculoskeletal Sys I	10
PTH 410 - Problems of Musculoskeletal Sys II	10
PTH 419 - Clinical Education Seminar	1
PTH 420 - Clinical Practicum I	4
PTH 435 - Problems of the Integumentary System	5
PTH 512 - Problems of Cardiopulmonary System	6
PTH 515 - Health Care Management	3
PTH 518 - Problems of Neurosensory System I	7
PTH 519 - Problems of Neurosensory System II	12
PTH 520 - Clinical Practicum II	4
PTH 521 - Clinical Practicum III	4
PTH 534 - Issues in Health Care	2
PTH 540-548 Professional Elective	3
<i>Statistics/Research</i>	
MAT 230 - Statistics/Research Methods	4
PTH 530 - Research Proposal	2
PTH 531 - Research Project	3
<i>Senior Seminar</i>	
Senior Seminar	1
Total Credits = 102	

Professional Curriculum Sequence

(Students continue to complete core curriculum courses throughout the first four years of study in the physical therapy program.)

Third Year Students

Fall

BIO 302 - Human Gross Anatomy	6
PTH 305 - Kinesiology	7
PTH 301 - Basic Concepts of Health Care II	1
Humanities/SBS Explorations	3
Credits = 17	

Spring

PTH 310 - Problems of Musculoskeletal Sys I	10
Advanced Humanities	3
MAT 230 - Statistics/Research Methods	4
Credits = 17	

Fourth Year Students

Fall

PTH 410 - Problems of Musculoskeletal Sys II	10
EDU 4xx - Educational Methodology	3
PTH 419 - Clinical Education Seminar	1
Advanced Humanities	3
Credits = 17	

Spring

PTH 420 - Clinical Practicum I	4
Senior Seminar	1
BIO 404 - Neuroscience	4
PTH 435 - Problems of the Integumentary System	5
Credits = 14	

Fifth Year Students

Summer

PTH 512 - Problems of Cardiopulmonary System	6
PTH 518 - Problems of Neurosensory System I	7
Credits = 13	

Fall

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

Spring

PTH 515 - Health Care Management	3
PTH 531 - Research Project	3
PTH 534 - Issues in Health Care	2
PTH 540-548 Professional Elective	3
PTH 521 - Clinical Practicum III	4
Credits = 15	

Admissions Requirements -

Preprofessional Physical Therapy Program

Students seeking admission to the preprofessional physical therapy program must have completed high school courses in chemistry, biology, and three years of mathematics. In addition, it is recommended that prospective students complete physics and a course containing English Composition.

Students must also provide documentation of volunteer work, or job-shadowing experience in physical therapy. Applicants to the Physical Therapy Program must submit their application materials to the Admissions Office by February 15, 1999. Admissions decisions will be made the first week of March.

Admission and Academic Policies for Students in the Preprofessional Phase of the Physical Therapy Program

Students entering into the preprofessional phase of the physical therapy program will be admitted under the following policies:

1. Liberal arts courses taken at another institution, excluding math and science courses, will be accepted for transfer credit if approved by the Registrar.
2. Math/science courses taken more than five years prior to matriculation at UNE will not be considered for transfer credit, unless the courses were taken as part of an academic program which was completed less than five years from the date of matriculation.
3. Math and science courses taken five years or less prior to matriculation at UNE will be accepted for transfer credit if approved by the Registrar. The student may choose one of the following options:
 - a) No math/science courses be considered for transfer credit., or
 - b) All math/science course(s) equivalent to the physical therapy prerequisites be accepted for transfer credit.
4. If a student transfers required math and/or science courses, both the courses and the grades will be used to calculate the student's math and science GPA. Per university policy, these grades are not used to calculate the student's overall GPA.
5. Credits for Advanced Placement (AP) courses are accepted in accordance with the College policy outlined in the UNE catalog. Math and science courses for which students have received AP credit are not included in the calculation of the math and science GPA. A student must choose at time of admission which, if any, AP courses he/she wants to be accepted. To progress into the professional phase of the physical therapy program, a student must complete all preprofessional course work by the end of the spring semester of his/her second academic year at UNE, and must achieve a 2.75 math and science GPA and a 2.75 overall GPA. If a student receives an Incomplete in a spring semester course, a grade must be added before the start of the Fall semester, third year. A student who does not complete the prerequisite course work or does not achieve the GPA requirement, will be dismissed from the preprofessional phase of the physical therapy program, and will not progress into the professional phase of the program. A student dismissed from the physical therapy program is NOT dismissed from the College or University.

7. A student in the preprofessional phase of the physical therapy program who receives a D or F in a required course will be dismissed from the preprofessional program.
8. No preprofessional courses can be repeated.
9. A student in the preprofessional phase of the physical therapy program who will complete all prerequisite course work before the end of the spring semester of the student's second academic year at UNE may be eligible for a leave of absence without losing his/her space in the professional program. This leave can be for one or two semesters. Eligibility for leave will be determined by the Office of Admissions at the date of matriculation. Any student who is eligible for a leave will be notified in writing as part of his/her letter of acceptance. A preprofessional student on a leave of absence from the Physical Therapy program may attend the university full-time or part-time.
11. The Chair of the Department will notify students in writing about the student's progression into the professional phase of the program.
12. Students are responsible for calculating the math and science GPA at the end of each semester.

Admission Requirements to the Professional Phase of the Physical Therapy Program

To be admitted to the professional portion of the physical therapy program the student must *have* achieved a minimum cumulative math/science grade point average of 2.75 for required courses and an overall grade point average of 2.75 by the completion of the Spring Semester of the second year.

Academic Requirements Physical Therapy Program

Academic Policies

The faculty believes that a student accepted into the professional portion of the physical therapy program has the potential to become a competent and contributing member of the profession. In the process of becoming a professional, the student accepts certain responsibilities. One responsibility is the development of professional abilities and attributes. These abilities and attributes are: integrity, respect for one's peers and others, openness to new situations and people, intellectual curiosity as characterized by classroom and laboratory attendance and

participation, responsibility for one's own actions, and a commitment to ethical practice.

1. Students who fail to demonstrate appropriate professional abilities and attributes (as defined above) will be subject to probation. The probation will be conveyed to the student in writing by the Department Chair and the faculty member(s) involved. The probation letter will discuss the unacceptable behaviors and expectations for change of behavior. The student will be asked to acknowledge the receipt of this letter in writing. The probation letter will remain in the student's department file, but will not be shared with other academic or student offices. If the student's behavior does not change, he/she may be dismissed from the physical therapy program.
2. Academic dishonesty (outlined in the University Student Handbook) will not be tolerated.
 - a. Cases of accused academic dishonesty will be referred to the Academic Dean's office per the UNE Student Handbook.
 - b. Automatic dismissal from the Department of Physical Therapy, with the opportunity for re-admission, will be the penalty of any proven instance of academic dishonesty.
3. Due to the unique nature of clinical practica, final grades for all clinical practica are pass/fail. A student failing a clinical practicum may be expected to complete an additional clinical practicum, or may be dismissed from the program. This decision is made by the faculty.
4. If a student receives a grade of D or F in any course taken in the professional phase of the program, except clinical practicum, the student will be dismissed from the program, although not necessarily from the University.
5. Student appeals will follow the appeal process outlined in the UNE Student Handbook. Informal reviews will be handled as follows:
 - a. If the student is appealing a decision or action of the Physical Therapy Department, the student should inform the Chair of the Department of Physical Therapy that (s)he wishes to have an Informal Review. The Chair will convene an ad-hoc committee of faculty consisting of the Chair and a minimum of two full-time faculty from the Department to hear the appeal. The review by this ad-hoc committee will constitute the Informal Review Process -or-
 - b. If the student is appealing a decision or action of an individual faculty member, the student should inform that person that (s)he wishes to have an Informal Review. The Informal Review will be between the parties involved.

Clinical Education

Students in the Physical Therapy Program participate in three, full-time clinical practica throughout the professional phase of the physical therapy program. Full-time clinical practica experiences are eight weeks in length and are integrated into the fourth and fifth years of the program, thus enabling students to apply information obtained in their didactic course work to patients and clients in varied clinical settings.

Students request clinical education sites from a list of sites available in the Clinical Education Office. However, the Academic Coordinator of Clinical Education is responsible for the final decision for student placement based on the student's academic needs.

Students must be prepared to travel to facilities throughout New England and beyond to complete the clinical practica requirements. Students are responsible for costs of housing and travel during clinical practica, and availability of an automobile is strongly recommended.

Final grades for all clinical practica are pass/fail. Minimal level of proficiency and performances are established for each practicum as noted in the Clinical Education Handbook. A student failing to meet minimal proficiency in a clinical practicum is subject to dismissal from the program or may, at the discretion of the physical therapy faculty, be required to complete an additional clinical practicum.

Special Fees and Expenses for Physical Therapy

Students enrolled in the physical therapy program can expect to incur fees and expenses for books and supplies, clinical education (e.g., travel, housing), uniforms, student liability insurance, APTA membership dues, and others.

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.

DeWolfe, Elizabeth Assistant Professor
Ph.D., Boston University - American and New England Studies; M.A., State University of New York - Anthropology; A.B., Colgate University - Social 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.

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 Instructor
M.A., University of Vermont-Counseling Psychology; B.A., S.U.N.Y. at Buffalo-Speech Communication.

Redmond, Trina Assistant Professor
Ph.D., Pennsylvania State University-Counseling Psychology; M.A., Kutztown State University-Counseling Psychology; B.A., Lycoming College - Psychology/Philosophy.

See, Joel Professor
Ph.D., M.A., Florida State University-Sociology; B.A., St. John's University-Sociology/Psychology.

Scharff, Judith Associate Professor
Ph.D., M.A., B.A., University of New Hampshire - Cognitive Psychology.

The Bachelor of Arts Program in Psychology and Social Relations prepares students for entry level positions in the mental health and human services field, or for graduate study in counseling psychology, human services, social work, and related fields. Students in the program choose a track, either pre-counseling, human services, or liberal arts, to focus their course work and internship to best prepare for jobs and graduate school.

The major is a unique integration of course work from psychology, sociology and anthropology and emphasizes growth and development across the human life span and global perspectives.

Upon acceptance to the University, students are admitted as a major in Psychology and Social Relations. Upon completion of 60 credit hours (approximately the end of the second year of full-time work), student

progress is evaluated by department faculty. A grade point average of 2.75 in major courses is necessary in order to continue in the major. Students must also complete the University Core mathematics requirement by the end of the second year.

Mission Statement

The Department of Social and Behavioral Sciences offers students a broad-based liberal arts education with an emphasis on community, social, and individual approaches to understanding human behavior. The faculty are committed to the integration of psychological, sociological, and anthropological perspectives, and the curriculum is a reflection of this integration. Students are thus exposed to a combination of theoretical, scientific, and practical approaches to solving human problems. Issues of gender, race, class, and culture are emphasized in courses throughout the curriculum. As a result of required course work and internship experiences, the department graduates students with marketable skills that prepare them for entry-level positions in social services or for graduate study in related areas.

Psychology and Social Relations Curriculum

Psychology and Social Relations Core and Internship

In addition to the University Core, students in all tracks complete a core of courses in psychology and sociology. These courses provide an understanding of human development from birth through the adult years, basic research and thinking skills, and applied sociology. All students also complete six credits of internship. Three credits of internship are taken within the department core and three credits of internship are taken within the track. Internship is ordinarily taken in the third and fourth years.

Bachelor of Arts Program in Psychology and Social Relations

Psychology and Social Relations core courses required of all students in the major:

Program/Degree Area	Credits
University Core Requirements	43-44
Psychology & Social Relations Core	31
PSR 100 - Proseminar	1
ANT 102 - Cultural Anthropology	3
PSY 105 - Introduction to Psychology	3
PSY 225 - Psychology Statistics	3
PSY 285 - Research Methods	3
SOC 150 - Introduction to Sociology	3
SOC 310 - Demography & Human Ecology	3
SOC 460 - Social Policy & Planning	3
PSY 350 - Personality Theory	3
PSY 260 - Learning and Cognition	3
PSY/SOC 300 - Internship	3

A Track in one of the three areas described below:

Pre-counseling Track -or-	18
Human Services Track -or-	18
Liberal Arts Track	18

Note: In addition to the 18 credits per track, students are required to take a 3 credit internship within the track of choice.

Elective Courses

Electives sufficient for minimum degree total of **120**

Note: Requirements for the major and its tracks may change slightly over time. All students should check with their advisors for the most up-to-date list of courses required.

Pre-counseling Track

PSY 205 - Abnormal Psychology	3
PSY 245 - Listening and Communication Skills	3
PSY 301 - Advanced Internship	3
PSY 365 - Biological Bases of Behavior	3
PSY 410 - Theories of Counseling	3

Choose at least one course from the following:

PSY 255 - Social Psychology	3
PSY 315 - Small Group Dynamics	3
PSY 360 - Psychological Assessment	3
PSY 370 - Drugs, Society and Behavior	3

AND choose at least one course from the following:

PSY 108 - Aging, The Individual and Society	3
PSY 215 - The Psychology of Gender	3
PSY 305 - Multicultural Counseling	3
PSY 310 - Children Under Stress	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.

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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University of New England
The
College of Arts and Sciences
and
College of Health Professions

Undergraduate Programs Course Descriptions

1999-2000



NOTE: The course descriptions listed herein are currently in final stages of development and confirmation. Information within these pages is subject to change. Please consult with the admissions office or with specific departments regarding the most current information. [August 8, 1999]

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.

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 303 **3 credits**
American Popular Culture
Need course description

AMS 308 **3 credits**
Women and the American Experience
Need course description

AMS 309 **3 credits**
American Material Culture
Need course description

AMS 315 **3 credits**
Topics in American Studies
Need course description

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.

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 knowledge derived from the American Studies major in a part-time employment situation at an institution related to the career goals of the student. Prerequisites: Minimum cumulative grade point average of 2.5, third-year standing, and permission of the instructor.

AMS 390/HIS 390 **3 credits**
American Identity and World Order
 See course description under HIS 390.

Related courses that may be offered in the future are:

(All on the Westbrook College Campus only)

AMS 309 - American Material Culture

Anthropology

ANT 101 3 credits Anthropology

The physical and cultural evolution of the human species studied through the fields of Physical Anthropology and Archeology. (No prerequisite).

ANT 102 3 credits Cultural Anthropology

An analysis of Culture in its structure, variety, development, and change. Case studies of societies from around the world are discussed as illustrations of the Culture concept. (No prerequisite)

Athletic Training

ATC 100 1 credit Introduction to Athletic Training *(University Campus only)*

This course introduces students to the profession of athletic training in relation to the field of sports medicine. Through the course, the student becomes familiar with the role of the allied health care professional in numerous settings, including the clinic, high school and college. Guest speakers from all allied settings describe the complex nature of athletic health care.

ATC 101 3 credits 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 basic functional anatomy, injury mechanism, prevention and injury patterns. The labs are designed to give students practical experience in the areas of taping, wrapping and padding.

ATC 195 1 credit Administration of Athletic Training Programs *(University Campus only)*

This course is designed to provide the student with an introduction to the role of the athletic trainer as it relates to injury care and recognition. The administration core is learning the policies and procedures that accompany the daily functioning of the athletic training program. The lab component is designed to provide the student with the essential taping and wrapping techniques that will be utilized in subsequent courses. Prerequisite: ATC 100

ATC 299 A & B 4 credits total Athletic Training Clinical Experiences 1 and 2 *(University Campus only)*

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the evaluation and management of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The process of differential evaluation is emphasized building upon methodologies learned in ATC 101 and 195. These clinical hours partially fulfill the requirements of NATABOC certification examination. Prerequisites: ATC 100, ATC 101, ATC 195.

ATC 302 3 credits Assessment of Athletic Injuries *(University Campus only)*

This course focuses on the analysis of injury patterns and mechanics for the various joints of the human body segments. Emphasis is placed on the nature of the injuries and clinical assessment in addition to the physiology of the healing process. Prerequisite: BIO 245, 345, and ATC 101.

ATC 330 1 credit Gross Anatomy Laboratory *(University Campus only)*

This course presents opportunities for the student to study the structure and functional relationships of the musculoskeletal system of the human body. Primary emphasis is placed on the limbs, trunk and the peripheral aspects of the central nervous system. The laboratory format utilizes prosected, cadavera and anatomical needs. Prerequisites: ATC 302.

ATC 399 A&B 4 credits total Athletic Training Clinical Experiences 3 and 4 *(University Campus only)*

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the management and rehabilitation of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The decision making skills of injury management and referral patterns are emphasized building upon methodologies learned in ATC 299. These clinical hours partially fulfill the requirements of the NATABOC certification examination. Prerequisite or concurrent requisite: ATC 195 and ATC 299.

ATC 430 3 credits Therapeutic Modalities *(University Campus only)*

The course studies how anatomy and injury mechanisms are affected by the use of current athletic training modalities.

ties. The focal point of the introduction is a presentation of the body's physiological and psychological response to trauma. Each subsequent session relates how individual modalities affect the injury response process. Lab sessions present practical application of the modalities. Prerequisites: ATC 330, ATC 399.

ATC 440 **3 credits**
Therapeutic Exercise

(University Campus only)

This course provides an in-depth study of the interaction between human physiology and the therapeutic aspect of exercise. Based upon the pathological and nonpathological response to the stress of exercise, the course surveys the affect of normal stress and physical adaptation. The focus of the course is the cardiovascular and musculoskeletal systems. Lab sessions are utilized to practically apply current concepts in therapeutic exercise. Prerequisites: ATC 330, ATC 399.

ATC 499 A & B **4 credits total**
Athletic Training Clinical Experiences 5 and 6

(University Campus only)

This experience is structured to provide the student with the opportunity to develop competency in the five domains of athletic training. The clinical focuses on the rehabilitation and health administration of athletic injuries in a variety of sports medicine settings throughout Southern Maine. The focus of the course is networking previous skills of management and rehabilitation with proper communication within the entire sports medicine team. These clinical hours partially fulfill the requirements of the NATABOC certification examination. Prerequisite: ATC 399.

Biology

BIO 100, 101 **2 semesters, 8 credits**
Biology I, II

A two semester course designed to introduce students to basic concepts and unifying principles in biology. Topics covered include science as a way of knowing, cell and molecular biology, organismal physiology, energetics, reproduction and heredity, evolution and ecology, and the diversity of life on earth. Field work and laboratory are an integral part of the course. Required of entering majors. Offered yearly as a component of the Life Sciences First-Year Learning Community.

BIO 104 **4 credits**
General Biology

Ecology, evolution, energy processes, genetics and cellular structure and function are primary topics of study. Emphasis is on the interactions between living and nonliving things as well as the interrelationships between living organisms (including humans). Issues in science, technology and society will also be explored. The laboratory will emphasize the process of science, and students will practice skills scientists use to answer questions about the natural world. No prerequisites. A one semester course linked to ENV 104 and LSC 104 as part of the non-majors' First-Year Environmental Learning Community

BIO 200 **3 credits**
Genetics

The two major branches of genetics, classical genetics, and molecular genetics, are studied in detail. Classical, or Mendelian, genetics encompasses the first half of the course and centers on the transmission of traits from one generation to the next. The second half of the course focuses on the study of the structure and function of genes at the molecular level, including discussions on recombinant DNA and DNA analysis techniques. Other topics include transposable elements, bacterial and viral genetics. Lectures include active learning exercises where students work on problems in groups. Prerequisite: BIO 100 and BIO 101 or equivalent; sophomore status. Corequisite: BIO 200L unless otherwise approved by professor. Offered every semester.

BIO 200L **1 credit**
Genetics Laboratory

Students get hands-on experience in both branches of genetics. As part of the Mendelian genetics component, students are introduced to the fruit fly as a genetic system and perform crosses to determine the inheritance pattern of various fruit fly mutations. As part of the molecular genetics component, students learn current gene cloning techniques as well as the popular polymerase chain reaction (PCR) technique and fluorescent microscopy. At the end of the semester students give oral presentations on genetic diseases. Corequisite: BIO 200 unless approved by professor. Offered every semester.

BIO 203 **4 credits**
Histology

The structure of animal cells, basic types of tissues, and their combination into organs are studied. Laboratory work includes the microscopic study of cells, tissues and organs through permanent microscope slide preparations. Prerequisite: one year of biology or equivalent. Offered yearly in the fall semester.

BIO 204 **4 credits**

Parasitology

A survey of selected protozoan and helminth parasites which cause disease in man. Host-parasite relations, parasite morphology, and physiology, parasite life history, host injuries, means of control, and prevention of parasitic diseases are discussed. In the laboratory parasites are identified and studied. Preserved, stained, and living materials will be used. A survey of live parasites from a vertebrate host will also be included. Prerequisite: one year of biology or equivalent.

BIO 206 **4 credits**

Scientific Methods

This course introduces students to the design and analysis of scientific studies. We will start out by reading about the rationale for constructing experiments, alternative modes of experimentation, the role of surveys, and the pitfalls of science in the real world. We will explore what makes seemingly objective science become subjective. Students will read, analyze and discuss actual studies from the literature with an emphasis on recognizing good experimental design. The students will also study computer techniques to help in data acquisition, reduction and analysis. Throughout the course, students will be asked to construct a series of small experiments to show application of their design skills. Many of these tasks will require group efforts and thus help prepare students for work in their future careers where teamwork is key. Prerequisites: introductory science course.

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 cell, tissue, organ and organ system-level physiology for each of the major body systems. Included in this course is a weekly three hour laboratory session. Offered yearly.

BIO 215 **3 credits**

Microtechniques

In this laboratory course students learn to prepare microsections of vertebrate organs for microscopic observation. Techniques and topics include fixation, sectioning, staining, and mounting. A trip to a nearby pathology laboratory may be included. Prerequisite: one year of biology or equivalent.

BIO 220 **4 credits**

Invertebrate Zoology

A general study of the invertebrate phyla with special emphasis on the morphology, life histories, distributions, and phylogenetic relationships. Students have the opportunity to acquaint themselves with the inshore marine invertebrates through field trips to neighboring marine habitats. Laboratory work involves identification and dissection of common invertebrate types. Prerequisite: one year of biology or equivalent.

BIO 225 **1 credit**

Gulf of Maine Seminar

This course examines the Gulf of Maine as a vital and important resource to the New England region. Invited speakers will present keynote lectures on a variety of topics including biological, political, socioeconomic, medical and environmental aspects of the Gulf of Maine. This seminar also provides students with an opportunity to meet faculty members and learn of their respective research interests. Required of all Marine Biology Majors. Open to non-majors: Second-year status or permission of instructor required. Offered yearly in spring semester.

BIO 226 **4 credits**

Microbiology

The biology of microorganisms: fundamental principles, morphology, physiology, and the classification of microorganisms. The course emphasizes microbial metabolism. Laboratory provides a review of procedures used to isolate and identify microorganisms. Offered yearly in the fall semester.

BIO 245, 345 **1st semester = 4 credits**

2nd semester=5 credits

General Principles of Anatomy, Physiology, and Pathophysiology I & II

(University Campus only)

This is a two-semester series which uses an organ systems approach to examine the workings of the human body. In the first course, the student is introduced to those fundamental concepts of cellular biology and histology (i.e., the study of tissues) which will enable him/her to understand the anatomy and physiology of the systems. The first course also includes studies of the integumentary, skeletal, muscular and nervous systems. The second course continues in studies of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. The courses place emphasis on homeostasis (the maintenance of "internal stability") and, in doing so, will address the pathophysiological processes (i.e., instances where homeostasis is upset) as they pertain to each system. Both courses emphasize the interde-

pendent relationship between each new system discussed and previous systems. Case history discussions of various 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).

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.

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.

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 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.

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.

BIO 326 **4 credits**
Microbial Ecology

This course provides an interdisciplinary approach to the world of microbes which considers the variety of viruses, bacteria, protists, and molds; emphasizes prokaryotic metabolic diversity; relates basic ecological principles to the microcosmos, and treats the roles these organisms play in the biogeochemistry of our global ecosystem. In addition to learning basic micro techniques for isolation, culture, and identification of a variety of prokaryotic and eukaryotic microorganisms, students will also focus on the processes and functional aspects of an aquatic or terrestrial micro-organism or microbial community relevant to the student's major or particular interest. Laboratory. Prerequisites: one year of Biology or equivalent and Chemistry, or permissions of instructor. Offered every other year in fall semester.

BIO 330 **5 credits**
Comparative Vertebrate Anatomy

This course is a study of vertebrate structure and function. Lecture focuses on concepts of vertebrate morphology while the laboratory places emphasis on the student's knowledge

of anatomical form and function. Laboratory. Prerequisite: one year of biology or equivalent and third-year standing or permission of the instructor.

BIO 331 **4 credits**
Biology of Fishes

A study of the basic biology of fishes suitable for students with a range of interests, including fisheries science, aquaculture and conservation biology. Lecture covers the systematics, evolution, anatomy, physiology, and ecology of fishes. Laboratory work includes field trips and visits to the New England Aquarium and Harvard Museum of Comparative Zoology. Prerequisite: one year of biology or equivalent and third-year standing.

BIO 335 **4 credits**
Animal Behavior/Behavioral Ecology

This course emphasizes the study of the behavior of animals in their natural environment. The course reviews the underlying mechanisms of behavior (genetics, evolution, physiology), the behavior of individuals (migration, habitat selection, foraging), as well as behavioral interactions (predator-prey, social behavior, sexual selection, parental care, mating systems and altruism). The laboratory includes both field and lab investigations of these topics as well as videos demonstrating species and concepts discussed in class. Prerequisites: one year of biology and third-year standing or permission of instructor; recommended: genetics, animal physiology, ecology.

BIO 340 **4 credits**
Embryology

This course provides an overview of human reproductive anatomy, gametogenesis, and fertilization. Comparative ontogenetic processes of cleavage, gastrulation, and organogenesis are covered in depth. Embryogenesis of an amphibian, a bird, and a mammal are studied in the laboratory. Prerequisite: one year of biology or equivalent.

BIO 345 **5 credits**
General Principles of Anatomy, Physiology, and Pathophysiology II

See description for BIO 245.

BIO 350 **4 credits**
Ecology

A study of organisms and how they interact with one another and with their nonliving environments. Subject matter progresses in scale from small to large—from individuals and the growth of populations to species interactions, the distribution of communities and the function of ecosystems. Out-

door activities stress the interplay between field observation and experiment. Prerequisites: one year of biology or equivalent, Precalculus, and third-year standing or permission of the instructor.

BIO 355 **4 credits**
Biology of Marine Mammals

This class is an overview of the field of marine mammalogy. Aspects of marine mammal (whales, dolphins, seals, sea lions, manatees, dugongs, walrus, sea otters and polar bear) biology covered include: evolution, taxonomy, morphology, physiology (sensory systems, diving, reproduction), cognition, foraging and reproductive energetics, mating systems, and ecology. The laboratory includes two field trips (whale watching, Harvard Museum of Comparative Zoology), videos of marine mammal 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.

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.

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. Corequisite: BIO 370L, unless approved by professor. Offered every fall.

BIO 370L **1 credit****Cell and Molecular Biology Lab**

This laboratory encompasses experiments that focus on determination of protein localization and function. It includes protein purification and immunolocalization techniques including wholemount immunostaining and western blotting. At the end of the semester students give oral presentations on current research articles about cell structure and function. Corequisite: BIO 370, unless otherwise approved by professor. 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 390 **4 credits****Aquaculture and Aquarium Management**

This course is an introduction to the principles and practices of aquaculture and aquarium management. Lectures focus on the culture and harvesting of fin fish, shellfish and seaweed, and their anatomy, physiology and pathology. Techniques for care and management of aquarium systems are also covered. Laboratory work includes field trips to the New England Aquarium and select aquaculture facilities within the State of Maine. Prerequisite: one year of biology or equivalent and third-year standing.

BIO 402 **4 credits****Physiology Topics - The Cardiovascular System**

(University Campus only)

This physiology topics course explores the workings of the cardiovascular system, building on the foundation provided by BIO 345 (General Principles of Human Anatomy, Physiology, and Pathophysiology II). The focus of the course will be on cardiovascular disease mechanisms and treatments, with added insight provided by a study of relevant public health concerns. Topics to be explored include the mechanisms of heart attacks, the development of hypertension and atherosclerosis, and the nature of cardiac arrhythmias. Emphasis will also be placed on the effects of aging on the cardiovascular system. Students explore the primary literature and conduct presentations throughout the course. Offered on University Campus in the fall semester. Prerequisite: BIO 345 or equivalent course.

BIO 405/CHE 405 **3 credits****Advanced Topics in Chemistry:
Medicinal Chemistry**

(Cross Registered). See course description for CHE 405.

BIO 430 **3 credits****Advanced Topics in Molecular Biology**

This is an upper-level seminar course exploring in detail an advanced topic in molecular biology such as: the genetic and molecular basis of cancer, aging, behavior, sensory perception, development, control of gene expression, etc. The specific topic of the seminar varies by semester. The first part of the course includes several lectures to provide a base of knowledge; thereafter the course focuses on student presentations of current research articles. Prerequisite: a semester of genetics, a semester of cell biology or biochemistry, and fourth-year standing. Offered each spring.

Chemistry**CHE 110** **4 credits****General Chemistry I**

(University Campus only)

An introduction to the principles of Chemistry, reaction stoichiometry and the mole concept, periodic properties of the elements, atomic and molecular structure, chemical bonding, chemical reactions, and the properties of gases and condensed phases. One three-hour lab per week is included. Prerequisite: MAT 022 or equivalent, or placement into MAT 180 or MAT 210.

CHE 111 **4 credits****General Chemistry II**

(University Campus only)

A continuation of CHE-110. Thermodynamics, reaction kinetics, equilibrium and acid-base chemistry, redox reactions, and electrochemistry; introduction to transition metal compounds and selected topics in organic chemistry. One three-hour laboratory per week is included. Prerequisite: Grade of C- or better in CHE 110 or equivalent.

CHE 125 **4 credits****Introduction to Chemistry and Physics**

(University Campus only)

A one semester survey course that presents the major concepts and principles of general, organic and biological chemistry, and conceptual physics, with emphasis on how they are related to biological systems. This course is specifically designed for Occupational Therapy students and provides a

strong basic understanding of the fundamentals of chemistry and physics. The included laboratory is a weekly two hour, hands-on approach that emphasizes concepts discussed in lecture. A thorough understanding of algebra is strongly recommended. Areas discussed are atomic theory, chemical bonding, the mole concept, acid/base and oxidation/reduction equilibria, radioactivity and nuclear chemistry, basic organic structure, nomenclature and reactivity, biological chemistry, Newtonian motion, work/energy/power, sound, fluids, electromagnetic radiation, wave motion, and electricity. Offered twice yearly. Prerequisite: MAT 022 or equivalent, or placement into MAT 180 or MAT 210.

CHE 130 **4 credits**
Principles of Chemistry

(Westbrook College Campus only)

An introduction to the basic principles of inorganic, organic, and biological chemistry designed primarily for students in various health-related programs. Emphasis is on the integration of these areas to assist the student in understanding the interrelatedness of these disciplines as they relate to society in general and the health-related professions in particular. The course is designed to present an appropriate balance between the principles of chemistry and their biological applications. Prerequisite: MAT 021, or placement into MAT 022 or MAT 180.

CHE 210 **5 credits**
Organic Chemistry I

(University Campus only)

Organic chemistry, the chemistry of the compounds of carbon, is a comprehensive one-year course suitable for science majors. The first semester course includes structural and functional aspects of saturated and unsaturated hydrocarbons with various heteroatom functionalities. Discussion focuses on the mechanistic basis for organic compound reactivity. First semester laboratories concentrate on the basic techniques and procedures used in microscale organic syntheses. In addition, modern analytical techniques (nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry) used in the identification of organic compounds will be discussed. Prerequisite: Grade of C- or better in CHE 111 or equivalent.

CHE 211 **5 credits**
Organic Chemistry II

(University Campus only)

A continuation of CHE 210 with direction toward complex chemical reactions and syntheses utilizing fundamental principles. The chemistry of carbonyl compounds will be a primary focus. Second semester laboratory extends learned microscale techniques to more complex systems and explores chemistry discussed in the lecture portion of the course. Prerequisite: Grade of C- or better in CHE 210.

CHE 307 **5 credits**
Quantitative Analysis

(University Campus only)

An introduction to the theory and practice of analytical chemistry utilizing both classical and instrumental methods. Accuracy, precision, understanding of theoretical concepts, especially in ionic equilibria, and proper performance of lab techniques are stressed. The course is suitable for students interested in the chemical, marine, and environmental sciences, as well those interested in experimental biology or clinical aspects of chemical analysis. A weekly laboratory is included. Prerequisite: CHE 111, MAT 180 or placement into MAT 210 or permission of instructor.

CHE 309 **4 credits**
Introduction to Instrumental Analysis

An introduction to the theory, operation and analytical applications of chemical instrumentation. Topics covered include basic electronics, spectroscopy, electroanalytical chemistry and separation science. Three hours of lecture and one laboratory per week. Prerequisite: Grade of C- or better in CHE 307.

CHE 310 **5 credits**
Biochemistry

(University Campus only)

Biochemistry concentrates on an understanding of the basis of biological phenomena. The structural, functional, and informational aspects of biologically important molecules, such as amino acids, proteins, enzymes, lipids, and carbohydrates are studied. The metabolic pathways of catabolism and anabolism utilizing these biomolecules, along with bioenergetics of important biochemical cycles provide a comprehensive study of this chemistry of living organisms. 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 and Nucleic Acids

(University Campus only)

This course explores the structure and function of biopolymers. It focuses on the conformation, dynamics, and func-

tion of proteins and nucleic acids. Specific topics include: catalytic and regulatory strategies, antibodies, protein folding and design, molecular motors, and recent advances in biotechnology. The physical and chemical methods of biopolymer research are emphasized. Includes weekly laboratory. Prerequisite: Grade of C- or better in CHE 211.

CHE 351 **3 credits**

Biochemistry II: Metabolism and Bioenergetics

(University Campus only)

This course surveys the generation, regulation, and storage of metabolic energy in carbohydrates, lipids, amino acids, and nucleotides. The biosynthesis of building blocks also is explored. Specific topics include: glycolysis, citric acid cycle, oxidative phosphorylation, pentose phosphate pathway, gluconeogenesis, and photosynthesis. Prerequisite: Grade of C- or better in CHE 350.

CHE 405 **3 credits**

**Advanced Topics in Chemistry:
Medicinal Chemistry**

(University Campus only)

This course will explore the chemistry behind the activity of drugs. Among the classes of drugs to be discussed will be antibacterials, anticancer agents and analgesics. Discussion will include the site of drug action and drug metabolism, two topics that have a prominent role in drug research and development. Special emphasis will be placed on the relationship between the chemical structure of a drug and the biochemical effect of the drug in vivo. Prerequisite: CHE 211 or permission of instructor.

CHE 410 **1-4 credits**

Directed Research

Directed research in Chemistry or Biochemistry carried out in collaboration with a faculty mentor. Prerequisite: Permission of instructor.

CHE 411 **1-4 credits**

Directed Research

A continuation of CHE 410. Prerequisite: CHE 410 and permission of instructor.

Citizenship

CIT 400 **1 credit**

Citizenship Seminar

Citizenship, the final theme of the Core Curriculum, will provide the students with an opportunity to evaluate and inte-

grate their experiences within the Core Curriculum and their major. Student participation as volunteers will serve as the focus for their reflections. This will allow the students to synthesize knowledge and experience gained during their college years and reflect on their responsibility towards the larger community and the future. Required for seniors.

Core Curriculum *(for Westbrook College Campus)*

CC 102 **3 credits**

Individual & Society

(Westbrook College Campus only)

The course is designed to introduce students to the complexities and conflicts in the relationship between individuals and communities. The general theme of the course is the rights and responsibilities of individuals as members of societies, which will be explored from the perspective of the individual and of various societies. The course will also provide a setting for the student to develop some important fundamental skills necessary for success in college and beyond. This course will contribute to the larger goals of the college by showing our students how to be critical readers, and by promoting clarity of thought and expression.

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 discover the sources of our current values and to determine how and why these differ from those of the non-Western world. Taught only on the Westbrook campus.

CC 304 **3 credits**

Contemporary World Civilizations

(Westbrook College Campus only)

This course is a survey of contemporary world civilizations. Particular emphasis is given to the following topics, including the impact of imperialism, industrialization, the global economy, totalitarianism, revolutionary ideologies, and the effects of globalization throughout the world.

CC 306 **3 credits**

Self, Culture, and Society

(Westbrook College Campus only)

This course is an interdisciplinary social science course which will analyze the category of self by contextualizing it historically, theoretically and geographically. Basic Western

assumptions about the self are explored and then compared and contrasted with selected non-Western cases.

CC 307 **3 credits**
Science, Technology, and Society

(Westbrook College Campus only)

This course involves the study of how science and technology both reflect and influence social values, policies and institutions, such as the development of capitalism. Science and technology are viewed as social, political and economic processes which are not value-neutral. Emphasis is placed on understanding the ethical and social implications of technology and scientific research.

Dental Hygiene

Please note: courses with clinic, lab or a community site component are assessed a fee.

DEN 101 **3 credits**
Dental Anatomy, Oral Histology and Embryology

(Westbrook College Campus only)

Part I is designed for the student to learn morphological characteristics of crown and root structure for primary and permanent dentitions. Dental terminology will be introduced. Laboratory time will enhance the student's ability to integrate basic dental anatomy with the clinical practice of dental hygiene. Emphasis is placed on morphology, tooth eruption, occlusion, and hard and soft tissue function. Part II is a study of the embryonic development of the face and structure of the oral cavity. Specific emphasis will be placed on histology of the teeth and their supporting structures. Laboratory sessions include microscopic anatomy.

DEN 102 **3 credits**
Head and Neck Anatomy

(Westbrook College Campus only)

A detailed study of the head and neck osseous structures, musculature, blood supply, innervation and lymphatics of the head and neck with special emphasis on clinically relevant structures. Laboratory includes identification of cranial structures. Prerequisites: DEN 101 and BIO 208 with grades of C- or better.

DEN 205 **3 credits**
General and Oral Pathology

(Westbrook College Campus only)

An introduction to the general study of the causes and nature of disease including functional and anatomical changes in the human body. Emphasis is placed on periodontal involvements, pathological conditions, deviations from the normal affecting teeth and the supporting structures of the oral cav-

ity. Prerequisites: DEN 101, DEN 102, and DEN 211, BIO 209 and BIO 226, with grades of C- or better.

DEN 210 **3 credits**
Nutrition

(Westbrook College Campus only)

This course provides a study of the science of nutrition and dietetics. Emphasis is placed on the principles of basic nutrition, and patient counseling for dental and general health. The knowledge and skills acquired will be applied clinically to serve as a contributing factor in the improvement of the patient's total well-being. Prerequisites: BIO 100, BIO 209, CHE 130 with grades of C- or better.

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 is introduced. The intent of the course is to acquaint the student with concepts and skills necessary for the delivery of quality oral health care. Prerequisites: DEN 101 and 102, BIO 209 with grades of C- or better.

DEN 212 **4 credits**
Clinical Dental Hygiene II

(Westbrook College Campus only)

Through the combination of didactic and clinical experience, the student will strengthen the skills necessary for the implementation of preventive dental hygiene education and treatment. Concentration is on further development and expansion of clinical procedures as they relate to individualized patient care and management, specifically, motivational techniques and management of the medically compromised patient for the prevention of medical emergencies in the dental setting. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Students must pass both the clinical and theoretical components of the course in order to continue in the program. Prerequisites: DEN 101, 211, 213, and BIO 226 with grades of C- or better.

DEN 213 **3 credits**
Radiology

(Westbrook College Campus only)

The basic principles of x-ray generation, image formation, and the biological effects of radiation are studied as well as processing, mounting, and interpretation of radiographs. Stu-

dents learn the techniques of intraoral and selected extraoral exposures to achieve clinical competence. Technique and interpretation as applied to clinical practice and patient education are discussed. Prerequisites: DEN 101, 102, and BIO 209 with grades of C- or better.

DEN 217 **3 credits**
Prevention and Treatment of Dental Diseases

(Westbrook College Campus only)

This course addresses the role of the professional in the prevention and treatment of dental diseases, with an emphasis on dental cariology. Topics include caries development, recognition of caries, types of caries, and the prevention and predictability of caries development. Tooth structure sensitivity and alternatives in pulpal vitality will also be discussed. Materials commonly used in dentistry to restore altered tooth structure will be studied and the laboratory component will include demonstrations, manipulations of basic materials and clinical application sessions utilizing materials used in dental hygiene procedures. Prerequisite: DEN 211, CHE 130 with a grade of C- or better.

DEN 221 **3 credits**
Concepts of Community Health

(Westbrook College Campus only)

Students are introduced to the role of community health agencies and practitioners in promoting health and preventing disease. The role of the dental hygienist as a community health educator is stressed. In addition, the student becomes familiar with proven teaching methodologies and available resources. Organization and administration of dental public health programs at the international, federal, state and local levels are examined. Emphasis is placed on the concepts of community based health care and specific principles of preventive dental health. Students will participate in a community health practicum which is designed to provide the student with an opportunity to apply knowledge and skills acquired in the classroom to various educational and health care settings within the community. Prerequisites: Second-year student status.

DEN 301, 302 **5 credits, 4 credits (9 total)**
Advanced Clinical Dental Hygiene I & II

(Westbrook College Campus only)

A two semester course designed to provide the student with knowledge of the most advanced modalities in oral care, preventive patient services, and the expanding role of the professional dental hygienist. Through reading assignments, class discussion, and clinical experience, the student will keep abreast of changing trends in dentistry and dental hygiene, and their implications for the control of oral disease. The focus of the course is on the development of advanced clinical dental hy-

giene skills to ensure the delivery of optimal individual care of patients with special needs through the life span. Theoretical learning is evaluated by letter grade with C- being the lowest acceptable grade. Clinically, student performance must be evaluated as effective and safe for the patient. Student must pass both the clinical and theoretical components of the course in order to continue in the program. Prerequisites: first semester - DEN 212; second semester - DEN 210, 301, 308, and 330 with grades of C- or better. The semester components of this course must be taken in sequence in one academic year.

DEN 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)

This course will address the clinical aspects of periodontology as they pertain to dental hygiene treatment modalities. The student will gain experience in the identification of more severe periodontal conditions with an emphasis on understanding complex etiologies and contributing disease factors. Evaluation of dental hygiene therapies and recommendations for further professional treatment will be an essential part of the clinical component. The application of appropriate technologies and research based clinical protocols will be addressed. Prerequisites: DEN 301, 330, BIO 226, with grades of C- or better.

DEN 350 **Variable Credit (1-3)**
Dental Hygiene Special Study

(Westbrook College Campus only)

This course will address areas pertinent to the student's interest under the guidance of the dental hygiene faculty. Students must secure the approval of the Dental Hygiene Pro-

gram Director and faculty sponsor on a detailed written proposal. This course may be used for advanced students, special projects or clinical experiences. The dental hygiene special study will be approved only in cases where an exceptional benefit to the student may occur. Prerequisites: satisfactory standing at the junior or senior level.

DEN 436-437 **3 credits each**
Seminar: Current Concepts in Dental Hygiene I & II
(Westbrook College Campus only)

Advanced clinical and theoretical topics in dental hygiene, patient services and the changing dental hygiene profession will be explored through readings, research, discussion, and clinical practice. Students may contribute to the selection of course topics to be examined in depth. Prerequisites: at least a 2.5 GPA and junior or senior level standing.

DEN 440 **3 credits**
Pain Control and Local Anesthesia in Dental Hygiene
(Westbrook College Campus only)

The focus of this course is on local anesthesia as the primary means of pain management for dental hygiene. Its appropriate use requires that the clinical administrator possess a thorough understanding of neuroanatomy and physiology, pain and pain suppression, pharmacology of local anesthetics, and potential complications and their management. Through classroom lecture and laboratory/clinical practice the student will acquire the knowledge and skill necessary to safely and effectively administer local anesthetic agents and other pain control modalities. Prerequisites: DEN 301, 308, 330 and permission of the instructor.

DEN 460 **3 credits**
Community Oral Health Care and Management
(Westbrook College Campus only)

This course explores the problems and solutions in the delivery of oral health services to individuals and groups in community based settings. Issues to be discussed include regulatory practices, oral health status as it pertains to overall health and well-being and factors that contribute to health and disease in groups of people. In community based settings, such as group homes, geriatric facilities, homeless shelters, homes for women and children in distress, adolescent rehabilitation facilities, hospices and others, students will gain experience in providing direct oral care services; in developing educational programs specifically for the identified group and in participating in health promotion and disease prevention activities as members of interdisciplinary health teams. Prerequisites: DEN 221, 301, and 302.

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

(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 320 **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 stan-

dard, 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 100 **3 credits****Foundations of Early Childhood Education**

(Westbrook College Campus)

This is a professional course required of all first-year students pursuing the bachelor's degree in early childhood education. This course is designed to introduce students to the social, historical, philosophical and psychological foundations of early childhood education. It provides an overview of the broad spectrum of early childhood education, including the topics of development, curriculum, diversity, parent involvement and various programs for young children. Spe-

cial emphasis is placed on current issues concerning families, the media, public schools, public policy and legislation. Professional standards and the Code of Ethics for Early Childhood Educators are examined.

EDU 105 **3 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.

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

A competency-based course required of all students in the undergraduate programs in elementary and secondary education and in the elementary and secondary Teacher Certification Programs (TCP). This course is designed to develop effectiveness in instruction, organization, and human relations. Based on a teacher decision-making model, students learn skills and techniques for effective planning, instruction, integrated learning and classroom management. Additionally, prospective teachers examine the essentials of curriculum, evaluation, and the Maine Learning Results. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 203 **3 credits**
Observation and Assessment*

(Westbrook College Campus)

This course is designed to assist students with the development of skills in observing, recording and assessing the behavior and development of young children.

EDU 209,509 **3 credits**
Creative Arts in Learning*

This course is based on the premise that the arts are as important to education as other academic subjects. Students will explore a variety of creative approaches for working with children in educational and clinical settings.

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 excep-

tional 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 early childhood, elementary, and secondary education and all students in the Teacher Certification Program (TCP) in elementary education, secondary education, and Teacher of Young Children with Disabilities.

EDU 222 **3 credits**
Teacher-Child Interaction*

(Westbrook College Campus)

This course provides students with knowledge of the relationships between play and the early childhood curriculum, as well as an understanding of how teachers facilitate the integration of the two in their interactions with young children. Students examine research of prominent theorists who support teacher-facilitated play as a foundation for children's social, emotional, cognitive and motor development. In keeping with the focus of this course students study and practice teacher-child interaction skills and behavior management techniques within a classroom or laboratory setting.

EDU 248, 348, 448, 548 **3 credits**
Topics in Early Childhood Education

(Westbrook College Campus)

This elective course is offered in different semesters as a means of helping teachers or prospective teachers of young children acquire information and skills in a variety of current topics in education. Some previous topics have included: Adaptive Communication, Reggio Emilia Project Approach to Learning, Child Care Administration.

EDU 301 **3 credits**
Curriculum Development in the Preschool Years I*

(Westbrook College Campus)

This course is the first of a two-part exploration of the theoretical basis of curriculum planning as it relates to young children. Students will examine the components of curriculum design, the role of play, the role of the teacher, and the basic materials in combination with the social, emotional, language, cognitive, and physical development of the child. The course will include methods used to organize an effective learning environment, the elements of a developmentally-appropriate early childhood program, and basic behavioral management strategies. Additionally, students will examine the teaching of quantitative relationship skills (mathematics) and basic concepts of natural science.

EDU 302 **3 credits**
Curriculum Development in the Preschool Years II*

(Westbrook College Campus)

The second in a two-part exploration of the curriculum in the early childhood classroom. Planning and curriculum strategies learned in EDU 301 are extended; students will plan and teach selected lessons in the various learning areas (language and literacy, natural science, quantitative relationships, communities, the arts). Additionally, students will become familiar with the Reggio Emilia project approach, High Scope, etc. Students will focus on the integration of curriculum through the development of themes, webbing, etc.

EDU 303 **3 credits**
Infant/Toddler Curriculum and Development*

(Westbrook College Campus)

This course addresses the unique aspects of development and programming for very young children, birth to three years old. It examines the temperament, attachment, and the integration of cognitive, social, emotional and physical growth during the most critical period in human development. The role of the care-giver and how to develop appropriate curriculum and optimal environments for infants and toddlers will also be discussed. This course requires a regular placement in an infant or toddler setting—generally in the Children's Center on the Westbrook College Campus.

EDU 317 **3 credits**
Language Arts for the Young Child*

(Westbrook College Campus)

This course enables students to develop an understanding of the language processes of listening, speaking, reading, writing and reviewing within the context of a preschool through third grade curriculum. Introduces various teaching/learning strategies appropriate to this age group with an emphasis on the integration of the language arts across the content areas. Attention is given to beginning reading. Prerequisites: completion of foundation courses.

EDU 319 **3 credits**
Mathematics for the Young Child*

(Westbrook College Campus)

This course is designed to help students understand how children from preschool through third grade learn math concepts and computational skills as a developmentally appropriate level. Emphasis on the use of manipulative materials. Prerequisite: completion of foundation courses.

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 children's language is enriched. This course is based on the belief that the language arts (reading, writing, speaking and listening) essentially provide the foundation for all the activities of the classroom and serve as a means of integrating all of the many areas of the curriculum in a holistic manner. Throughout the semester the rich world of children's literature will be interwoven. Required of all students seeking an undergraduate degree in elementary education or of students in the elementary Teacher Certification Program (TCP); others with permission of the Chair of the Department of Education. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 321, 521 **3 credits**
Children's Literature*

This course is designed to provide the teacher or prospective teacher with methods for using literature in all aspects of teaching and learning in the elementary classroom. Students will be expected to read children's books in depth and form a variety of literary genres. Requires enrollment in undergraduate degree program in elementary education, the elementary Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 322, 522 **3 credits**
Writing Process and Language Arts*

Based on the premise that a teacher of writing is one who writes, this course will be conducted as a Writing Workshop, emphasizing writing as a thinking tool. The "writing process" philosophy from the rehearsal through the editing stages will be modeled through the students' own writing. Principles and guidelines for motivating writing assignments across the curriculum will be explored with the emphasis on the reading/writing connection. This course requires enrollment in either the undergraduate program in elementary education, the Teacher Certification Program (TCP) or permission of the Department Chair.

EDU 323 **3 credits**
Science for the Young Child*

This course is designed to help students understand the role of science in the early childhood/early elementary curriculum. Teaching methods, media, content and process objectives that are developmentally appropriate for this age group are studied. Prerequisite: completion of foundation courses.

EDU 324* **3 credits**
Developing Literacy in the Early Childhood Years*

(Westbrook College Campus)

Examines issue relating to beginning reading and writing or print acquisition. Explores research on both typical and delayed development. Presents ways to assess preschoolers' early literacy development both formal and informally. Explores the philosophy and principles of a whole language approach as well as specific strategies and materials for the integration of content and skills through the curricula.

EDU 330 **3 credits**
Educational Psychology and Developmentally Appropriate Practices

The emphasis in this course is given to theory and research in human learning, motivation, information processing, and cognition as they operate in both school and non-school settings. This course begins with an overview of the content 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 332 **3 credits**
Typical and Atypical Language Development*

(Westbrook College Campus)

This course explores the nature and functions of language, theories of language acquisition, developmental stages in learning to talk, language and cognition, language assessment, language disorders, and language differences. Review of the development of pragmatics, lexicon, semantics and morphophonology.

EDU 335 **3 credits**
Learning Theory and Education Practice in Early Childhood Education*

(Westbrook College Campus)

This course studies the child as a learner who develops logic-mathematical, linguistic, social and scientific knowledge through play, exploration, inquiry and application. The course examines relationships between learning and individual differences. It places emphasis on current research dealing with multiple intelligences, teaching and learning styles, and multimodal assessment of children's achievement in the classroom. Additional emphasis is on the application of learning theory to motivation, classroom planning and management issues.

EDU 336 **3 credits**
Behavioral Strategies and Social Skill Development in Young Children*

(Westbrook College Campus)

The development of gross and fine motor abilities in young children, as well as the interaction between genetics and environment on a young child's behavior will be explored. Special attention will be given to brain development and the latest research on its relation to attachment, behavior and learning. Specific disorders will be examined, such as Pervasive Developmental Disorder (PDD), Autism, etc. The student will be expected to learn behavioral strategies to integrate children with a range of behavior disorders into the inclusive classroom.

EDU 337 **3 credits**
Working in a Trans-disciplinary Setting*

(Westbrook College Campus)

Introduces students to the concept of trans-disciplinary programming—understanding how all of the people involved in a child's educational program interact most effectively to create a holistic environment. Students will learn how to participate in Early Childhood Team Meetings, how to write Individual Family Services Plans (IFSPs), and how to implement therapists' goals and strategies within the classroom setting. Practicum involves working closely with a variety of professionals—case managers, speech and language therapists, occupational and physical therapists, and social workers or psychologists. Includes practicum in a trans-disciplinary setting.

EDU 338 **3 credits**
Adaptive Technology and Classroom Environment*

(Westbrook College Campus)

Students will learn how to use technology in teaching and how to design learning activities using assistive technology. Prerequisite: EDU 220 - Exceptionality in the Classroom.

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 an elementary 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 379 **3 credits**
Curriculum Adaptations for Young Children with Disabilities

(Westbrook College Campus)

Provides the opportunities to develop and evaluate inclusive environments for children. This course emphasizes meeting the needs of all young children with disabilities through an integrated approach to planning, implementing and assessing instruction in all areas, linking assessment information to individualized instruction and developing IFSPs. Prerequisite: EDU 220 - Exceptionality in the Classroom.

EDU 380 **3 credits**
Managing Diverse Learning Styles

The primary focus of this course will be on intervention strategies and techniques for managing and modifying curriculum for diverse learners. The course will provide regular teachers with the tools they need to deal with a continuum of student learning problems encountered in their classroom, ranging from differences in learning styles to severe learning disabilities. Theoretical models related to learning and teaching styles, as well as assessment and measurement procedures appropriate for classroom use will be covered. A relevant Practicum component will be included. Prerequisite: EDU 220 - Exceptionality in the Classroom.

EDU 415 **3 credits**
Assessment and Evaluation of Young Children*

(Westbrook College Campus)

Surveys formal educational screening and assessment devices for evaluating facets of development and learning of able-bodied/disabled children ages birth-age 5. Students learn to evaluate the appropriateness of formal tests from the perspective of: reliability, validity, bias, standardization issues, and norm versus criterion-referenced measures. Students work in a practicum placement where they can participate in test observation and administration and gain basic skills in interpreting results. Also learned is how to view various screening instruments from the trans-disciplinary philosophy and incorporate them into their program planning for all young children. This course requires a 3 hour/week practicum.

EDU 425, 525 **3 credits**
Whole Language: Finding Balance in Literacy

Based on the most recent research of how children acquire language, this course will take a Whole Language, full immersion approach to reading across the curriculum. The paradigm shift in our schools from teaching to learning, from control to cooperation, from imposed curriculum goals to process learning, from testing to assessment, from skills to strategies will be examined and contrasted with the skills driven approach predominately used in American classrooms. The "writing process" philosophy from rehearsal through the editing stages will be modeled through the student's own writings.

EDU 430, 530 **3 credits**
Educational Assessment and Evaluation

As teachers, our assessment and evaluation of student learning needs to be continuous, broad based, and authentic. This course will engage us in the construction of knowledge about a variety of formal and informal assessment measures to evaluate student learning. We will explore the evaluation needs of the audiences for whom we conduct assessment. Teacher-made tests, norm and criterion referenced standard-

ized tests, anecdotal records, checklists, observations, work samples, portfolios, journals, and independent and group self-evaluation will provide us with a basis for the development of our skills in constructing, using, and interpreting formal and informal assessment measures for a variety of evaluation purposes. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required.

EDU 435, 535 **3 credits**
Foreign Language Methods*

This course will include an introduction to content, method and materials of language instruction at the elementary and/or secondary school level. Students will also be required to prepare and teach a minimum of 5 mini lessons that address 1) listening skills, 2) speaking skills, 3) writing skills, and 4) cultural understanding. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 436, 536 **3 credits**
Methods of Teaching Secondary Education: English*

Students will examine current research about the teaching of English. Methods of teaching writing, including essays and journals will be discussed, as will methods of teaching literature, poetry, short stories and novels. Students will have an opportunity to share resources by designing and submitting a unit of instruction to the class. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 437, 537 **3 credits**
Methods of Teaching Secondary Education: Science*

The course will provide a review of approaches to science education using model programs from across the United States and including proposed programs from the National Science foundation. It also will have hands on experiences involving problem solving methodologies for science labs. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 438, 538 **3 credits****Methods of Teaching Secondary Education:
Social Studies***

The learning experience in this course provides a working knowledge of methods and materials appropriate to concept based social studies programs. Students create social studies materials as a final project. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 439, 539 **3 credits****Methods of Teaching Secondary Education:
Mathematics***

This course is designed to introduce the student to current methods and practices of teaching mathematics within the secondary school curriculum. Using research articles and newly developed texts students examine and practice some of the current methods of teaching mathematics to secondary students. Topics include: new technology, writing within the mathematics curriculum to learn mathematics, mathematics as problem solving, math anxieties, math labs, mathematics as critical thinking training, collaborative learning, and integration of mathematics over the four years. Students develop models of different kinds of lessons to be used to teach various skills and concepts and apply them in practice sharing with others as they develop their own teaching styles and skills. Requires enrollment in undergraduate degree program in secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 441, 541 **3 credits****Methods of Art Education**

This course will prepare participants to be successful art educators in a school setting (K-12). Emphasis will be upon the development of teaching strategies, methods, curriculum and materials for the aspiring teacher. Students will learn to integrate art across the school curriculum and to help youngsters achieve the Maine Learning Results. The planning and teaching of lessons and thematic units is an integral part of this course. Requires enrollment in undergraduate degree program in elementary or secondary education, the Teacher Certification Program (TCP); otherwise, permission of Chair of the Department of Education is required. Prerequisite (or taken concurrently with): EDU 200 - Designs for Effective Learning.

EDU 444 **3 credits****Early Childhood Education**

The purpose of this course is to help students gain an in depth understanding of psychological theory, observational methods, and classroom practices that emanate from the Open Education concept of Early Childhood Education. Piaget's theory of intellectual development in young children provides the psychological basis for the course. Educational practice emanating from Piaget's theories is studied and applied to classroom settings with children from ages three through eight.

EDU 480, 580 **3 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 **3-9 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.

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 **12 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.

EDU 492 **12 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.

EDU 495 **12 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.)

EDU 496 **3 credits**
Inclusive Early Childhood Internship and Seminar

This course provides full-time experience in an inclusive early childhood program which serves children from birth through five years old under the joint supervision of a cooperating teacher and College supervisor. Students attend a concurrent three-hour, weekly seminar. This course requires enrollment in either the undergraduate Early Childhood Education program (birth through five) or the TCP program and specific departmental approval in order to register.

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**
How to Get Parents on Your Side

Video Course

Designed to help you get the support you deserve from your students' parents for all your behavior, academic and homework efforts. This course will help you develop effective techniques to reach and communicate with all parents, even the most difficult ones.

EDU 506 **3 credits**
Succeeding with the Difficult Student

Video Course

No matter what classroom management system you use, there are students who are unable to function within any regular classroom management plan. This course gives teachers practical, proven strategies to use immediately to get positive results. It gives you proactive intervention strategies to increase student success, self esteem and the ability to resolve conflicts.

EDU 507 **3 credits**
The High-Performing Teacher

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to improve their professional self-esteem and the self-esteem of

their students. Learning activities will direct course participants toward understanding current research and theoretical models and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 513 **3 credits**
Strategies for Preventing Conflict And Violence

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to reduce the threat of violence and increase the safety for themselves and their students. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 514 **3 credits**
Teaching Students To Get Along

Video Course

This course is designed to assist teachers in learning the theoretical foundations and practical strategies necessary to foster teamwork and understanding of differences among their students, to increase positive pro-social behavior and reduce the possibility of violence in the classroom. Learning activities will direct course participants towards understanding current research and theoretical foundations, and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 516 **3 credits**
Building Your Repertoire of Teaching Strategies

Video Course

This course is designed to assist teachers in learning the theoretical foundations and instructional strategies which promote student engagement. Learning activities will direct course participants toward understanding current research and applying the concepts to their students. In study-team, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situation.

EDU 519, EDU 519A **3-6 graduate credits**
Identification, Evaluation and Education of Students with Learning Problems

The nature and correlates of learning disabilities in children, adolescents, and adults are examined in the institute's inten-

sive two week long courses and workshops. Week I reviews current issues of etiology, assessment, description and effective intervention, based on a model of competent functioning. The course explores appropriate formal and informal assessment methods and strategies for increasing school success. Effective consulting to families and schools is also 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.

English

ENG 110 **4 credits**
English Composition

This course is for those who have demonstrated an adequate degree of competence in the Placement Test or to those who have satisfied the requirements of LAC 010. It introduces students to writing as a conscious and developmental activity, in which students are encouraged to think, read, and write across a variety of genres, while maintaining and refining their own voices. Collaborative work, peer criticism, and multiple drafts may be incorporated in any given class, as students are urged to take more responsibility for their writing. The final aim of this course is to refine students' skills further, help bring forth their voices, and instill in them the readiness to use writing in other classes.

English as a Second Language

ESL 100, 200 **3 credits each**
English as a Second Language I & II
(University Campus only)

These courses are designed to act as an extension of intensive, pre-college preparatory programs. Through interdisciplinary approaches, the curriculum prepares students for using English more effectively at the college level. Both courses are structured in the tutorial fashion. This format enables students to experience the use of a second language in the classroom setting and polish individual skills through one-on-one meetings. The course work may change with each semester to accommodate varying academic needs. All instruction serves to enhance both verbal and written expression. Credits count towards full-time enrollment but do not satisfy core curriculum or graduation requirements. However, grades for this course are computed into students' cumulative grade point averages for financial aid and visa requirements.

ESL 300 **3 credits**
ESL Directed Study
(University Campus only)

The directed study has been created for students who need further preparation after they have completed the ESL sequence. Here, an individual's discipline-specific needs serve as the basis for study in advanced language development focusing on the student's primary field of study. Individuals who wish to undertake such work must first obtain permission from the Office of English as a Second Language, and then follow University guidelines found in the Student Handbook for the formulation and approval of appropriate proposals. Credits count towards full-time enrollment but do not satisfy core curriculum or graduation requirements.

Environmental

ENV 100 **3 credits**

Introduction to Environmental Issues

An introduction to environmental problems which emphasizes that humans are part of ecosystems and interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. Course runs full year and is linked to BIO 100, 101, and LIT 121 as part of the Life Sciences First-Year Learning Community.

ENV 104 **3 credits**

Introduction to Environmental Issues

An introduction to environmental problems which emphasizes that humans are part of ecosystems and interdependent cycles which involve other organisms, air, water, chemicals, and energy. The course examines the relationships of humans to their environment from historical, economic, scientific, aesthetic, and ethical perspectives. A one semester course linked to BIO 104 and LSC 104 as part of the non-majors' First-Year Learning Community.

ENV 200 **3 credits**

Population and the Environment

Population growth and unequal distribution of resources may be the most serious challenge confronting humankind. The course explores the ecological, political, economic, and ethical implications of rapid and continued growth, population dynamics, and population control programs. Open to majors and non-majors. Prerequisite: ENV 100. Not to be offered after the academic year 1999-2000.

ENV 201, 202 **2 semesters, 6 credits**

Learning Community in Sustainability I & II: Population, Pollution and Conversation

This year-long learning community provides students with a sound understanding of the interrelated issues of population growth, conservation and preservation, and pollution. Included are the ecological, political, economic and ethical implications of rapid and continued human population growth, population dynamics, and population control issues. The effects of this growth on problems of pollution, resource use, biodiversity, and human environmental health are studied. The emphasis is on potential solutions to these problems. Examples of specific issues to be studied include 1) factors responsible for human population dynamics and growth; 2) loss of biodiversity; 3) loss of fragile ecosystems and their management; 4) high-level nuclear waste disposal; 5) global warming; 6) water, air and soil pollution by toxic chemicals; 7) agriculture and

food production; and 8) land, water and habitat conservation. This integrated course is meant not only to further knowledge in the areas of pollution, population and resources, but it is designed to encourage critical thinking and to help develop problem-solving and investigative skills. Offered yearly as a requirement of Second-Year Environmental majors in the Department of Life Sciences who have achieved a grade of C- or above in ENV 100 or ENV 104, or to other students with the permission of the Coordinator of the Environmental Program.

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 210 **3 credits**

Pollution and the Environment

Pollution is one of the most important factors which influences the quality of life and degradation of ecosystems. The course will examine aesthetic, political, economic, technological, biological, and ecological aspects of pollution. Case study examination of real world situations will be made. Students using this course to fulfill their core requirement for a laboratory science must take ENV 211. Open to majors and non-majors. Prerequisite: ENV 100. Not to be offered after the academic year '99-'00.

ENV 220 **3 credits**

Conservation and Preservation

An examination of conservation and preservation as related but distinct concepts. Conservation topics include exponential growth and depletion of resources, and relationships between resources, population, rates of consumption, and technology. Preservation topics include human attempts to maintain undisturbed or unimpaired habitats, and prevention of the extinction of species. Open to majors and non-majors. Prerequisite: ENV 100. Not to be offered after the academic year '99-'00.

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 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 environ-

mental facts and ethics, conflicting views on ecological problems and ethical alternatives, case studies of ethical problems in the environment, and cooperation with nature. Prerequisite: ENV 100.

ENV 310 **3 credits**

Risk Assessment

The course will introduce students to the process of risk assessment and evaluation, including the collecting, analyzing, and communication of scientific information for use in policy formulation, decision making, and risk management. Prerequisite: third-year/fourth-year standing.

ENV 320 **3 credits**

Epidemiology

This course will provide a basic understanding of diseases in human population groups including sampling, measurement and statistical evaluation. Areas of emphasis will include investigation of an epidemic, measures of risk, and biological variability; screening, sampling, and statistical significance; and associations and correlations in the design of retrospective and prospective studies. Case studies such as Love Canal and Times Beach also will be utilized. Prerequisite: Third-year/fourth-year standing.

ENV 350 **3 credits**

Water Quality

This course will introduce students to water quality issues and their relationships to human health. Included will be an analysis of the sources and pathways of water pollution, relationships between pollutant exposure/dose and human health, regulatory guidelines, and mitigation measures. Prerequisite: third-year/fourth-year standing.

ENV 352 **4 credits**

The Nature Writers

The course explores literature that depicts the natural world with affection, respect, imagination and concern, by writers such as William and Dorothy Wordsworth, Henry David Thoreau, Sarah Orne Jewett and Edward Abbey. One goal is to investigate how historical influences - science, religion, economics - have shaped attitudes toward nature. As the class reads about human interaction with the natural world, each person discovers and articulates her or his own beliefs. The course includes a weekly laboratory of experiential activity out-of-doors. Because class consists primarily of informed discussion, students regularly are expected to read carefully and to make written preparation in a learning journal. Cross listed as LIT 352. Prerequisite: Introduction to Environmental Issues (ENV 100 or ENV 104).

ENV 354 **3 credits****Contemporary Nature Writing**

This discussion course will examine representative samples of nature writing during roughly the last twenty years in order to survey its diversity and assess its value. Forms and themes to be explored include regional writing, Native American perspectives, wilderness journal, environmental polemic, scientific and philosophic speculation, and popular magazine writing. Typical writers studied are Annie Dillard, Ann Zwinger, Barry Lopez, and Edward Abbey. Prerequisite: ENV/LIT 352 - The Nature Writers.

ENV 375 **4 credits****Environmental Impacts**

A comprehensive course designed to provide students with a broad background in several key areas of environmental problems. The overall objectives are: 1) to train students to recognize factors that represent a potential impact on physical, chemical and biological aspects of the ecosystem; 2) to train students in ways of reducing or eliminating environmentally unsound impacts. The lab portion of this course is spent on conducting an environmental impact monitoring project and writing an environmental impact report. A defense of each student's report and his/her work are presented at a mock environmental hearing. Prerequisite: Third-year standing or permission of the instructor.

ENV 380 **3 credits****Environmental Case Studies**

Introduction to management of renewable resources of water, soils, wildlife, forests, and parks. In depth analyses of specific local or regional environmental problems will be conducted. Examples of such problems might include conflicts between coastal development and environmental protection on the Maine coast, disposal of toxic or radioactive wastes, management of Maine's forests, national park issues, and agricultural issues. Students will prepare detailed case studies of issues examined, or management plans for above resources in conjunction with goals of state or federal agencies and various public groups. On-site visits will be a part of the course. Prerequisite: Fourth-year standing. May be taken more than once if topics change.

ENV 391 **3 credits****Environmental Advocacy**

Students will study the concept of advocacy at grassroots, private, and governmental levels, and, after studying particular issues, practice advocacy in a variety of modes. Students will analyze advocacy organizations and media. Practical skills for advocacy will be emphasized. Environmental Advocacy fulfills the Environmental Program requirement for advanced topics (ENV 399).

ENV 395 **9 credits total****Environmental Health Internship**

Interns will work for at least 180 hours in their fourth-year at an approved site or sites to gain practical experience in the environmental health profession. The purpose of the internship(s) is to provide students an opportunity to exercise the concepts presented in environmental health courses in an integrated and applied manner. All interns will be required to make a formal presentation(s) of their internship experience(s) to students and faculty in the Department of Life Sciences or to the university community. Prerequisite: Fourth-year standing.

ENV 399 **3 credits****Advanced Topics in Environmental Issues**

An in-depth study of a topical environmental issue through an analysis of the scientific, political, economic and social aspects of the issue. Examples of topics include nuclear energy, wetlands, advocacy, conservation of ocean resources, and global climate change. Historical and literary perspectives may also be explored. May be taken more than once. Prerequisites: ENV 100, Introductory Biology, CHE 110, 111, and third-year standing or permission of instructor.

Exercise Science**EXS 499 A & B** **6 credits total****Exercise Science Clinical Experiences 1 and 2**

(University Campus only)

These clinical experiences provide students with opportunities for practical application of their field of study. The clinical placements are with agencies that utilizes physical activity program as a means of disease and risk factor control modification as well as cardiac rehabilitation. Prerequisite: fourth-year standing and permission of departmental chairperson.

Fine Arts**FAR 100** **3 credits****Elements of Visual and Creative Arts: Drawing**

Learning to draw while discovering art and artists in a beginner's course combining Impressionist/Post-Impressionist through contemporary art history and personal studio work. The studio part will concentrate on drawing from simple geometrical forms in still-life compositions through more complicated arrangements learning to see through light, line, form in space, chiaroscuro, planes, measure, composition,

and color. Students will learn to use vision and discipline to explore and enhance creativity.

FAR 102 **3 credits**

Elements of Visual and Creative Arts:

Photography

An exploration into vision, craft, history, aesthetics, critiquing, looking, and talking about how and what we see. Basic camera operation, techniques, quality of light, composition, elements of time as well as viewing of other photographers' works, their lives and influences will be introduced. This is a creative approach to seeing through photography.

FAR 104 **3 credits**

Elements of Visual and Creative Arts: Painting

This course explores the fundamental pictorial elements involved in painting. The students are given the opportunity for individual development of skills and techniques through selected problems. Attention is given to the development of an individual style of painting. The course includes individual and group critique.

FAR 106 **3 credits**

Elements of Visual and Creative Arts: Design

An exploration of the studio experience through a series of coordinated exercises. This course provides opportunities to 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 **3 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** **Cultural Encounters in Mexico**

(University Campus only)

The various cultural encounters which continue to give birth to the varied traditions which make up Mexican culture today will be explored. The main emphasis in this interdisciplinary approach will be on the dramatic clash between the pre-Hispanic and European cultures, and how the ensuing conflict led to the marginalization of the proud inheritors of the once magnificent native civilizations. The role of the US in modern Mexican history may also be examined. Taught in Mexico only.

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 Bearahaven Copper Mines; and attendance at fine arts presentations, such as step dances or art shows, are part of this mini-term in Ireland.

GLS 400 **3 credits** **Perspectives on Culture**

(University Campus only)

Need course description.....

GLS 410, 411 **3 credits each** **Topics in American Culture I & II**

(University Campus only)

Need course description.....

GLS 450, 451 **3 credits each** **Fourth-year (Senior) Seminar: International Comparative Studies I & II**

(University Campus only)

Need course description.....

Related courses that may be offered in the future:

GLS 300 - Exploring Paris
GLS 302 - Exploring Brazil

History

HIS 100C **3 credits** **Exploration: History of Mexico**

(University Campus only)

This course covers Mexican history from the two millennia of ancient Mesoamerican culture through the 300-year Spanish colonial period. The stormy early years of independence with the American and French interventions to the Porfiriato are also covered. Over half of the semester, however, is devoted to the period since 1910, the "intervened-in revolution" and civil war, the establishment of PRI dominance and the complex contemporary situation. Themes of the course are the persistence

of the Indian past, the survival and paradox of Spanish culture, and continuing problems of U.S. presence on the northern border and the promise and problems of development.

HIS 160 **3 credits**

Exploration: History of the Vietnam War

(University Campus only)

This is a multi-media course on the United States' involvement in Southeast Asia from 1954 to 1975, including the background of the conflict, the factors which led to American entry, the escalation and full-scale American participation. It also covers the American public's growing disillusionment, the collapse of support for the war, the expansion of operations to Cambodia and Laos and U.S. withdrawal. In domestic affairs, the course attempts to cover the Watergate scandal, the impeachment hearings and Nixon's resignation. Finally, the class studies the temporary and continuing results of the war.

HIS 165 **3 Credits**

Theodore Roosevelt and the Dawn of the American Century

The course examines the life of Theodore Roosevelt from a variety of interpretative perspectives. Students are encouraged to develop their critical thinking skills as they compare and contrast different interpretations of Roosevelt. In the process, students learn a good deal about American history from the end of the Civil War until 1920. Films augment course reading material.

HIS 170 **3 credits**

Exploration: A Novel Approach to History

This course examines American history during the first three decades of the twentieth century through a close reading of John Dos Passos' USA trilogy. In the process, questions about American radicalism, World War I, the 1920's and the Great Depression are examined.

HIS 180/AMS 180 **3 credits**

Exploration: "What is an American?"

(University Campus only)

Through fiction, autobiography, biography, and other non-fictional secondary material, this course explores questions such as whether there is such a thing as an "American character," whether the nation has been in any sense "exceptional," and whether American society is best characterized as multicultural in nature. Students will be exposed to a wide variety of authors and will be encouraged to critically evaluate their most cherished beliefs about the United States, its history and its culture.

HIS 201 **3 credits**

United States History I

(Westbrook College Campus only)

A survey of the history of the United States from its settlement to the end of Reconstruction. Topics include patterns of colonial settlement, the evolution of democratic thought and institutions, the transition from a colonial to a modern, national economy, continental expansion, development of a pluralistic society and culture, and the rise of sectionalism culminating in the Civil War.

HIS 202 **3 credits**

United States History II

(Westbrook College Campus only)

A survey of the history of the United States from 1877 to the present. Topics include the transition of America from a rural, agricultural society to an urban, industrial one, the development and impact of reform movements (populism, progressivism, the New Deal, the civil rights movement), and the growth of U.S. involvement in world affairs.

HIS 220 **3 credits**

Exploration: History of Modern Europe

(University Campus only)

A discussion of Modern Europe from the French Revolution to the present. Emphasis on the social, political, economic, and philosophical developments which have characterized modern Europe's search for stability.

HIS 250 **3 credits**

Exploration: The Legacy of Mesoamerica

(University Campus only)

The original Mesoamerican cultures and civilizations exert a continuing influence on contemporary Mexican history and society. This course examines the subterranean vital legacy of the precontact (indigenous) peoples and societies and their relationship to the modern nation. An investigation of the consequences of the Conquest in the heavily indigenous zones of Southern Mexico will provide an interpretation for the contradictions of modern Mexico.

HIS 350 **3 credits**

America in the Pacific

This course explores American involvement in the Pacific from the eighteenth century to the present. In addition to Japan and China, considerable attention will be focused on those areas of the Pacific where the United States has had major influence, including the Philippines, Hawaii, Samoa, and Micronesia. A major theme of the course involves an exploration of how involvement in the Pacific has contributed to an American sense of identity

HIS 380 **3 credits**
Slavery and Race Relations in the United States and Brazil

This is a comparative course which examines the historical roots of contemporary race relations in two societies. Starting with the colonial period in the two countries, the course will explore variables which help account for the different ways issues of race have evolved to the present. Novels may be used to supplement course material.

HIS 390/AMS 390 **3 credits**
American Identity and World Order
Need course description

Related courses that may be taught in the future:

HIS 360 - The United States in Latin America
HIS 400 - Topics in History
HIS 404 - Directed Readings in American History

Health Services Management

HSM 201 **3 credits**
Health Services Delivery Systems
(University and Israel Campuses only)

An examination of the major components of contemporary health care delivery systems is undertaken in this course. The course analyzes the health services delivery system from both the micro and macro approaches, examining the financial, legal, health, economic, political, educational/training, human resource, administrative, and social implications of the system. The impact of policy and policy changes is studied.

HSM 202 **3 credits**
Economics of Health Care

The emphasis in this course is on the delivery of personal health care services and the financing of those services rather the broader issue of health. The economic principles of supply and demand, pricing, production, and competition as applied to human and material resources in health service organizations are emphasized. Focus is directed impact of the to definitions, measurements and selection of public policies to achieve economic efficiency and equity in the financing and delivery of personal health services. The course assists the student in de-

veloping an understanding of the distinctive economic characteristics of the health care delivery system and the recent trends in expenditures and costs of medical care services; in analyzing and forecasting the demand for and supply of health services; and in analyzing the impact of health payment systems on the health care system. Prerequisites: ECO 203, HSM 201.

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 210 **3 credits**
Legal Issues in Health Service Management

(University and Israel Campuses only)

This course examines a variety of critical legal problems that influence the direct delivery and management of health care services. The topics covered include the legal and ethical principles inherent in the patient-provider relationship, identification of various legal doctrines as they pertain to health care delivery, the potential liability of health care providers and the interrelationship of ethics and law in the health care field. Prerequisite: HSM 201.

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**
Financial Management of Health Services Organizations
(University Campus Only)

This course analyzes the financial environment of health care organizations, including budgeting, auditing, cost analysis, fiscal reporting, ratio analysis, rate-setting and management control. Other topics include management information systems, reimbursement and health care economics as they relate to financial management.. Prerequisites: ECO 203, ECO 204; HSM 201, HSM 301.

HSM 350 **3 credits**
Ethics and Social Responsibilities in Health Care
(University Campus and Israel Campus Only)

This course presents opportunities for the analysis of current ethical and social issues (e.g., end of life decision-making, allocation of scarce resources, public health initiatives, genetic screening, cloning, violence and health care, etc.) That impact and are impacted by the health services delivery system. It examines them from a variety of viewpoints, including health services management, health care professionals, health planners, health policy makers, and payers. Case studies are utilized to assist students in developing a personal philosophy to deal with ethical and social issues dilemmas in health care planning, policy-making and management Prerequisites: HSM 201.

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 and management of health services and facilitates in-depth research and discussion focused on these topics. These issues are chosen for immediate and longer term implications in the management of health services. Prerequisites: HSM 201, HSM 301, HSM 310.

HSM 405 **3 credits**
Marketing of Health Services
(University Campus only)

Marketing of the full range of health services is the focus of this course. Looking at the for-profit and not-for-profit sectors, students analyze the role of strategic marketing and develop marketing plans for specific health services. Prerequisites: HSM 201, HSM 301.

HSM 410 **3 credits**
Health Services Planning
(University Campus and Israel Campus only)

The course is designed to provide students with thorough knowledge of the field of health services planning and its impact on the health system and the services being delivered. This course assists students developing skills in the analysis of policy, program planning and implementation, and the evaluation of health services. Prerequisite: HSM 301.

HSM 415 **3 credits**
Public Health Concepts and Issues in Community Health
(University Campus and Israel Campus only)

This course covers individual, social and environmental determinants of health and disease, including epidemiological concepts and methods for gathering information on the public's health and description of risks. Students analyze public health programs, identify health opportunities, and design programs to address specific public health problems. Prerequisite: HSM 201.

HSM 430 **3 credits**
Information Systems in Health Services Organizations
(University Campus only)

Students work in this course to analyze and apply the concepts and techniques of computer information systems to clinical and administrative situations in health care organizations. Projects related to health services organizational efficiency are conducted in the course. Prerequisites: HSM 201, HSM 301, MCS 100

HSM 460 **3 credits**
The Media and Health Care
(University Campus and Israel Campus only)

The course studies the presentation of health services and the delivery of the services in the media and examines the immediate and longer term ramifications of the "stories" for the design, delivery and management of health services. It provides for discussion and debate about the accuracy and impact of the depiction of health care in all media (books, film, Internet, television, etc.). This course uses an international perspectives in examining media and its influence on the public's perception of health care and reaction to its delivery. Prerequisites: HSM 201, HSM 301.

HSM 465 **3 credits**
Seminar in Health Care Management
(University Campus only)

This seminar provides a forum for a discussion of the key factors contributing to the most critical issues in health services organizations today. Focus is on the senior management level of decision-making and those strategic factors that make these organizations successful. Prerequisite: HSM 301.

HSM 470 **3 credits**
Planning and Policy for Health Care Organizations

(University and Israel Campuses only)

In this course students develop an understanding of the roles of the manager and planner in strategic planning and policy implementation for health services organizations. Through the use of case studies, rational behavior theories are combined to formulate and implement strategies for health service organizations. To strengthen the strategic plan, various sources of information are explored. Analysis of risks the organization is facing is undertaken as a means to maximize possible opportunities and to minimize its possible constraints (threats). Multiple markets and services are analyzed for their contribution to the health organization. Also, existing and potential competition are analyzed for their effects. Overall, this course strives to acquaint students with the decision making process of top managers in health organizations. Prerequisites: HSM 201, HSM 301.

HSM 495 A & B **6 credits total**
Internship in Health Services Management

(University Campus and Israel Campus only)

The internship affords the student a part-time or full-time experience in the practical environment of a health service organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a health services organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship advisor, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of departmental chairperson.

Learning Assistance Center

LAC 010 **3 credits**
Writing Tutorial (WT)

This course emphasizes the writing process and addresses both academic and affective skill development. Faculty engage students in every aspect of writing, from generating ideas and formulating grammatically correct sentences to constructing coherent paragraphs and developing papers. In addition, students gain repeated practice in editing and revising their work. Students bring assignments from content courses to their tutorials, thus allowing WT faculty to orient instruction toward writing skills that meet university-level expectations. Credits count toward full-time enrollment but do not satisfy core curriculum or graduation requirements. Grades for this course, however, are computed into students' cumulative grade

point average. Students must achieve a passing grade in WT prior to enrollment in English Composition, required by all departments for graduation.

LAC 011, 012 **1 - 3 elective credits**
Peer Tutor Workshop and Practicum

First-year and transfer students who score exceptionally well on the placement tests and upperclassmen who are recommended by their professors are eligible to earn degree credit in a five-week internationally certified training program. One credit is awarded for successful completion of the Workshop, and up to two additional matriculating credits may be earned for time spent tutoring groups and/or individuals. Peer tutors are trained in using communication and facilitation strategies, applying principles of active learning, modeling language and study strategies specific to various disciplines, identifying strengths and needs from learning styles inventories, and identifying and working with individuals who have special learning needs (e.g., learning disabilities, ESL). Tutors are required to keep appointment logs and a tutoring journal. They are also, on occasion, asked to attend staff meetings with the Director and Learning Specialists from the Department of Learning Assistance and Individual Learning.

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 104 **1 credit**
Environmental Learning Community Seminar

In this course students explore the concept of a college learning community, especially its potential for active, collaborative learning in an interdisciplinary environment. Community building, making connections between courses in the Environmental Learning Community and improving learning skills are important parts of this course. Offered yearly as a component of the non-majors' First-Year Learning Community.

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**Fourth-year Honors Thesis**

Open to fourth-year students with a 3.2 overall GPA and a 3.4 GPA in a DLS major. Through a faculty advisor, a student is nominated in their third-year and a research proposal is submitted by the third Friday of the spring term. Details of requirements can be obtained from the Chair of the Department of Life Sciences.

LSC 495 3-9 credits**Life Sciences Internship**

Students apply theory and methods in the practical environment of a public or private research facility, a government agency, an advocacy group, or other organization for a semester or summer of part or full-time work experience. Students 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 a sponsoring faculty member based on projects outlined in the Learning Agreement and site sponsor evaluations. Regular discussion sessions are required. Prerequisites: Third-year standing and permission from the Department Chair.

LSC 495C 1-9 credits**Internship at Bigelow Lab for Ocean Sciences**

In addition to the requirements stated above for LSC 495, students work at the Bigelow Laboratory for Ocean Sciences (a UNE-affiliated oceanographic lab in West Boothbay Harbor, ME) for a semester or summer, and receive 1 credit for every 40 contact hours. Three-credit internships are preferred but not mandatory. Activities range from laboratory research to field programs aboard oceanographic research vessels. Students submit a Learning Agreement for the approval of the Department Chair. Approval also must be granted from the Bigelow Laboratory Educational Coordinator in order to match each intern with the appropriate Bigelow Laboratory scientist. Grades are determined by a sponsoring faculty member (at either UNE or Bigelow) and are based on the student’s project.

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 121 3 credits**Exploration: Filmscript Writing**

Need course description.....

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, economics - have shaped attitudes toward nature. As the class reads about human interaction with the natural world, each person discovers and articulates her or his own beliefs. Includes a weekly laboratory of experiential activity out-of-doors. Because class consists primarily of informed discussion, students regularly are expected to read carefully and to make written preparation in a learning journal. Cross listed as ENV 352. Prerequisite: Intro to Environmental Issues (ENV 100 or ENV 104).

LIT 357 **3 credits**
Irish Culture and Fiction

(University Campus only)

Rich in literary history, for example Goldsmith, Sheridan, Synge, Yeats, O'Casey, Joyce are but a few of the more famous Irish writers, the Emerald Isle has created a reawakened interest in the study of Irish arts and culture. In significant ways different from other "English speaking" countries, Eire has awakened world attention by the intense spirit of its recent output of film, poetry, drama, and fiction. This course will augment intense study of Irish literature with some background reading into the historical, economic, and social context from which the Republic has emerged. Class attention to slides, documentaries, and biographical accounts will enrich critical study of more recent writers and filmmakers who have earned a reputation for creating an "Irish Renaissance."

LIT 358 **3 credits**
Moroccan Literature and Culture

(University Campus only)

Because Morocco is an Islamic, Arab, African, and Francophone country, most of Moroccan literature is produced in languages other than English. But an increasing amount of translation of some Moroccan novels is allowing English-speaking peoples to explore the modern culture and challenges confronting this ancient civilization. Moroccan novels will be read within the larger cultural and historical contexts.

LIT 360 **3 credits**
Mexican Literature and Culture

(University Campus only)

The purpose of this course is to provide a general picture of the Mexican literature and culture in the twentieth century. Students will read across genres ranging from fiction to eth-

nography. The main focus will be on the exploration of Mexican cultural and literary diversity.

LIT 450 **3 credits**
Advanced Topics in the Literature of Nature

(University Campus only)

These courses are designed for upper-division students who wish to study a particular author, theme or period in greater depth. These courses operate as seminars: at each class meeting, students read interpretive papers and summarize criticism, generating discussion within the group. A major research term paper is required. Recent offerings include Contemporary Nature Writing and Edward Abbey: Voice Crying in the Desert. Prerequisite: ENV/LIT 352 - The Nature Writers.

Related courses that may be offered in the future:

**LIT 300 - Literary & Cultural Production in
Epoch of Globalism**

LIT 345 - Shakespeare

LIT 350 - Literary Topics

**LIT 351 - Re-Writing The West: African
Literature in Post-Colonial Period**

Management

MGT 101 **3 credits**
Introduction to Management

Topics covered in this course are the nature of the economic system, organization and management, the individual and the small working group, and the essential skills of planning, staffing, organizing, decision-making and controlling. Projects and discussions include focus areas of general management.

MGT 225 **3 credits**
Systems Analysis Methods

The course presents an overview of the system development life cycle. It provides an emphasis on current, logical system documentation through use of classical and structured tools and techniques. Discussion of information gathering and reporting activities and transition into systems analysis and design is presented. Prerequisite: MCS 100.

MGT 301 **3 credits**
Organizational Behavior

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on

individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation. Prerequisite: MGT 101.

MGT 302 **3 credits**
Human Resource Management

This course examines the basic personnel functions: recruitment, selection, placement, compensation, and training and career development of employees. Current government regulatory programs such as equal opportunity, health and safety standards, affirmative action and pension fund protection are analyzed. It develops behavioral theories of the workplace and the techniques of rational management of an organization's human resources. Prerequisite: MGT 301.

MGT 310 **3 credits**
Business and the Natural Environment

(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 practices so that pollution accidents or continued mismanagement of the environment/business interface are explored. Prerequisites: ECO 201 and MGT 101.

MGT 312 **3 credits**
Entrepreneurship/Small Business Management

The role of the small business firm in the American economy-its opportunity and pitfalls- is explored in depth. Attention is focused on the processes of starting a business, buying into a business and beginning a franchised operation. The essentials of financial planning and control and market strategy are stressed. Prerequisites: ACC 203, MGT 101, MKT 101.

MGT 315 **3 credits**
Financial Management

The role of the organization's financial officer is examined in this course. Primary emphasis is placed on the techniques of financial report analysis. Break-even analysis, working-capital management, and capital budgeting are also introduced. Prerequisite: MGT 101, ACC 203.

MGT 320 **3 credits**

Marketing the Individual

This course covers topics on how to market oneself, and once hired, how to succeed in one's new position. Topics discussed include: individual skill development in communication techniques, especially writing and presenting; the importance of one's own ethics (or values and beliefs) as demonstrated through one's behavior continues to grow; the consequences of failing to recognize the importance of ethics in guiding that behavior. Prerequisites: MGT 101 and MGT 301.

MGT 321 **3 credits**

Investment Management

In this course, the student studies the various types of stocks, bonds, government obligations and commodities, including an analysis of the various markets for investments. The course emphasizes the methods of analyzing and evaluating the rate of return of the various investment vehicles presented. Each student develops, through analysis, a mock portfolio for presentation to the class. Prerequisite: MGT 315.

MGT 325 **3 credits**

Organizations and the Law

This course introduces students to the legal system, consumer laws, contracts, securities regulations, antitrust laws, labor laws, equal employment law, and environmental laws. The course stresses the social responsibility of business and the legal and ethical framework in which business must function. Prerequisite: MGT 101.

MGT 335 **3 credits**

International Management

This course focuses on the global context of business and examines the following forces affecting international business: monetary systems, socio-cultural, political, legal, financial, labor, competitive and distributive, economic, marketing, market assessment and exporting. Prerequisites: ECO 203, MKT 101, MGT 101.

MGT 360 **3 credits**

Leadership

This course focuses on the importance of leadership in today's teams and organizations, and addresses the development of leadership skills. Course components include: self-assessment of leadership, leadership theory and research, and leadership development. Strong connections are made between effective management and effective leadership. Prerequisite: MGT 301.

MGT 400 **3 credits**

Seminar on Special Topics in Management

This is an upper-level course for the exploration and analysis of traditional and contemporary topics in management. Topics and reading are determined based upon particular topics selected. Prerequisite: MGT 301.

MGT 401 **3 credits**

Organizational Strategy Seminar

This course examines organizational decision-making at the senior management level, focusing on strategic planning and its implementation. Students study current business strategies and the development of strategic plans in a variety of organizations. Prerequisites: senior standing, MGT 301, MGT 315, MGT 325, MKT 101.

MGT 425 **3 credits**

Financing Entrepreneurial Ventures

This course covers various aspects of financing an entrepreneurial venture. Major topics include: attracting seed and growth capital from angels, venture capitalists, commercial banking sources; "bootstrapping" a startup; valuing a company; "cashing out" by going public or selling; and bankruptcy. Prerequisites: MGT 312, MGT 315.

MGT 426 **3 credits**

Business Plan Development

In this course, student teams write a business plan for a new venture they have chosen. This comprehensive plan must be presented to and reviewed by a professional team (lender, investor, entrepreneur) and meet pre-established venture acceptance criteria. Prerequisites MGT 312, MGT 315, MGT 325.

MGT 427 **3 credits**

Managing Growing Businesses

The course examines the challenges of building and managing a firm from startup to reasonable maturity. Through the use of cases of actual growing businesses, field trips, guest speakers, students apply their management skills to problems and opportunities facing companies in different stages of growth. Included are issues on case management, family businesses, marketing new prospects in new fields. Prerequisite: MGT 426.

MGT 428 **3 credits**

Intrapreneurship

In this course, students are trained, guided and encouraged to conceive and develop their ideas and/or opportunities that will result in new revenue and/or cost savings for their present or future employer. Each student is asked to develop a busi-

ness proposal to increase or decrease cost by a predetermined amount. Proposals are presented to appropriate company officials for review. Prerequisites: MGT 312, MGT 315.

MGT 495 A & B **6 credits total**
Internship in Business Administration

The internship affords the student a part-time or full-time experience in the practical environment of a business organization. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a business organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship advisor, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of departmental chairperson.

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

MAT 020 **3 credits**
Basic Mathematics and Algebra

This course provides a review of basic mathematics and beginning algebra skills. The goal of this course is to develop students' confidence in their mathematical abilities while increasing their competency in using mathematics to solve problems. Topics include properties of real numbers, fractions, decimals,

percents, proportions, integers, equations, and data representation. Course offered on a Pass/No Pass basis only.

MAT 021 **3 credits**
Introductory Algebra and Problem Solving

This course provides a foundation for higher level mathematics and science courses. The goal of this course is to develop proficiency in using algebra to communicate mathematically and to solve applied problems. Topics include solving equations, applying formulas, graphing, and operations with inequalities, polynomials, exponents, and roots. Technology is used as a problem solving tool. Prerequisite: Successful completion of MAT 020 or mathematics placement level L2.

MAT 022 **3 credits**
Advanced Algebra and Problem Solving

This course provides a foundation for higher level mathematics and science courses. The goal of this course is to develop proficiency in using algebra to communicate mathematically and to solve applied problems. Topics include solving and graphing linear and quadratic equations, functions, rational expressions and equations, exponents, radicals, one and two-variable inequalities, and systems of equations. Technology is used as a problem-solving tool. Prerequisite: Successful completion of MAT 021 or mathematics placement level L3.

MAT 110 **3 credits**
Mathematics for Elementary School Teachers

This course explores the topics encountered in elementary school mathematics and models the related teaching approaches. The goal of the course is to deepen conceptual understanding of mathematics while developing problem solving and communication skills. Topics include properties of the real number system, multi-base arithmetic, set theory, number theory, probability, statistics, measurement, and principles of geometry. Prerequisite: Successful completion of MAT 022 or mathematics placement level L4. Offered in the spring of odd numbered years.

MAT 120 **3 credits**
Quantitative Reasoning

This course is designed to develop students' logical, quantitative, and mathematical thinking skills, while exploring applications. The goals of the course are for students to be able to think critically about the mathematics of topics covered in the news, make decisions on quantitative issues in their lives and careers, apply the quantitative skills needed in subsequent course work, and clearly explain their reasoning. The course will include topics such as the use and misuse of numbers, understanding very large and very small numbers, uncertainty, estimation, and the applications of mathematical formulas. Prerequisite: Successful completion of MAT 021 or

mathematics placement level L3. Students cannot take both this course and Mathematics for Elementary School Teachers for credit.

MAT 150 **3 credits**
Finite Mathematics

This course focuses on the application of mathematics to realistic situations. The goal of the course is to develop skills in using mathematical models to represent and understand quantitative relationships and solve problems involving those relationships. Topics include set theory, matrix algebra, linear programming, probability, descriptive statistics, combinatorics, networks, and game theory. Technology is used as a problem-solving tool. Prerequisite: Successful completion of MAT 022 or mathematics placement level L4.

MAT 180 **4 credits**
Precalculus

This course focuses on the study of functions. It provides a foundation for the study of calculus and for general physics. The goal is to help students understand functional relationships, especially as they arise in the physical and biological sciences. Topics to be covered include a brief review of algebraic functions and graphing, a study of exponential, logarithmic and trigonometric functions. Prerequisite: Successful completion of MAT 022 or mathematics placement level L4.

MAT 200 **3 credits**
Statistics

This course is intended as an introduction to decision-making in which students will learn how to apply standard methods of statistical analysis and interpret the results. Students are exposed to basic concepts of estimation and hypothesis-testing. Topics to be covered include descriptive statistics, probability, the normal distribution, and the Student's t-distribution. Students will also learn to use a statistical software package for performing statistical analysis in this and other courses. Prerequisite: Successful completion of MAT 021 or mathematics placement level L3. Students can only receive credit for one 200 level statistics course.

MAT 210 **4 credits**
Calculus I

This course focuses on the techniques and applications of differential calculus. The goal is to enable students to understand that differentiation is a study of the rate of change of functions and to develop and analyze mathematical models for solving problems. Topics to be covered include limits and continuity, derivatives of algebraic functions, applications of the derivative and definite integral. Prerequisite: Successful completion of MAT 180 with a grade of C- or

better or mathematics placement level L5, or permission of the instructor.

MAT 220 **3 credits**
Statistics for the Life Sciences

This course is designed for life science majors. Students will apply principles of research design and statistical analysis to interpret data and draw conclusions about the results of experimental situations relevant to the life sciences. Topics include sampling, binomial and normal distributions, hypothesis testing, t-tests, chi-square, correlation, regression, and analysis of variance. Students will learn how to use statistical computer software to perform statistical analyses. Prerequisite: Successful completion of MAT 022 or mathematics placement level L4. Students can only receive credit for one 200 level statistics course.

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 Geometrics, 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)**
Clinical Laboratory Safety

Establishment of good laboratory techniques so as to maintain a safe working laboratory environment for the technologists and other laboratory personnel.

MDT 405 **1 credit**
Laboratory Management

Application of principles in management, integrating and relating data generated by the various clinical laboratory departments; evaluate new techniques, instruments, and procedures for use in the laboratory operation.

MDT 406 **1 credit**
Laboratory Education

Application of principles of educational methodology, recognizing and acting upon individual needs for continuing

education as a function of growth and maintenance of professional competence. Lead supportive personnel and peers in their acquisition of knowledge, skills and attitudes.

MDT 407 **7 credits**
Clinical Chemistry

Lecture and laboratory sessions in basic techniques of clinical chemistry analyzing blood and body fluids and products for chemical constituents as an aid to physicians in diagnosing and maintaining patient care.

MDT 408 **7 credits**
Clinical Microbiology

A comprehensive study of microorganisms and their clinical significance including special areas of virology, serology, anaerobes, and mycology. Techniques in isolation and identification of the microorganisms harvested from blood cultures, sputum, throat and urine cultures.

MDT 409 **3 credits**
Clinical Immunohematology

Lectures and laboratory practice in the fundamental techniques used in blood grouping and cross-matching used to determine blood groups and blood compatibility for transfusion.

MDT 410 **3 credits**
Clinical Immunology/Serology

Training in diagnostic techniques reflecting the status of the body's immune system. Tests are performed utilizing many different techniques ranging from the relatively simple latex agglutination test for rheumatoid arthritis to the more complex Elisa testing for hepatitis and other diseases.

Microcomputer Systems

MCS 100 **3 credits**
Introduction to Microcomputer Software

This course provides an introduction to microcomputers and their software. Students learn to use and apply a basic suite of software tools, including spreadsheets, databases, presentation graphics, statistics, word processing and electronic mail. Topics also include Internet tools.

MCS 102 **3 credits**
Introduction to the Internet and World Wide Web

This course explores the virtual world of the Internet, focusing on the World Wide Web and its unique communication

potential. The goal of the course is to enable students to construct their own Web pages using an HTML editor, to learn about imaging, animation and multimedia uses of the Web. This course is for the curious beginner who has sufficient computer experience to feel comfortable learning new computer concepts.

MCS 105 **1 credit**
Computer Literacy

This basic computer course provides the student with an opportunity to become familiar with IBM compatible computers. Students learn the basics of using the operating system, word processing and the Internet.

Music

MUS 101 **3 credits**
Introduction to Music

A beginning course for the listener, introducing the elements of melody, rhythm, harmony, texture, timbre, and form as found in the folk, popular, and art music of many cultures.

MUS 111 **3 credits**
Elementary Piano I

(Westbrook College Campus only)

A course for the beginner, introducing the basic techniques of music reading and piano playing. Prerequisite: Permission of the instructor.

MUS 112 **3 credits**
Elementary Piano II

(Westbrook College Campus only)

A continuation of MU 111, with a consideration of memorization and ensemble playing. Prerequisite: Permission of the instructor.

MUS 201, 202, 203 **3 credits**
Applied Piano I, II, III

(Westbrook College Campus only)

Private instruction for the intermediate or advanced pianist. Prerequisite: Permission of the instructor. Extra charge: \$300.00 each semester.

MUS 211 **3 credits**
Music in the United States

(Westbrook College Campus only)

An exploration of the music immigrants started to bring to this land in the seventeenth century and what developed from it. Distinctions between vernacular (popular) and cultivated (classical) traditions will be investigated as well as the frequent interminglings of the two. Prerequisites: Three credits of Music or the permission of instructor.

MUS 212 **3 credits**
The Social History of the Piano

(Westbrook College Campus only)

A survey of the social history of the piano from the 18th century to the present. Emphasis will be placed on the role of the piano in the development of concert music, jazz, popular music, and sacred music. Lecture, live and recorded performance, and discussion involved. Prerequisites: Three credits of Music or the permission of instructor.

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 AND 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, 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 **4 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 which 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 **8 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 102 **6 credits**
Nursing II

This course is designed to continue to introduce the student to the nursing care for clients of varying ages with selected physical problems. Nursing skills are learned and practiced 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 these clients in a variety of clinical settings. Concepts of health, nutrition, pharmacology, legal aspects, communication, culture, critical reasoning, and patient health teaching within a changing health care system are integrated where applicable. Prerequisites: NSG 101, PSY 220, 270, BIO 208, 209.

NSG 120 **2 credits**
Introduction to Professional Nursing

This is an introductory course offering students the opportunity to explore the art and practice of nursing through the concept of caring in human health and healing. Using theory, research, and specific skills, students and faculty explore interpersonal processes and problem solving skills involved in considering the needs and possibilities in the lives of human beings, both self and others. The role of the professional nurse is explored.

NSG 130 **5 credits**
Basic Concepts for Nursing Care

Students explore issues and concepts that influence professional practice and the delivery of nursing care. They develop skills in providing care to individuals who need assistance with ac-

tivities of daily living and meeting basic human needs. Students explore the concept of illness. The nursing process is introduced as a method to plan and implement nursing care. Prerequisite: NSG 120 or permission of faculty.

NSG 190 **variable credit (1-3)**
Nursing topics/Directed Studies

This course is designed for students who wish to study special nursing and health care related topics that are not available in the formal course offerings of the department. These studies are effected through selected readings, research, reflective journal writing, and oral and written reports by the students.

NSG 199 **0 credit**
Cooperative Education First-Year Summer

This work experience synthesizes first-year theory and clinical nursing practice. The cooperative education experience provides introduction to the work setting and the practice of professional nursing. Prerequisites: NSG 120, NSG 130, BIO 208, 209.

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**
Community Health 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. The Maternity and Mental Health components of the course are designed to introduce the students to the nursing care of clients undergoing life changes throughout their life span in institutional and community settings.

Students continue to develop the management skills, and ethical and legal insight needed for the care of individuals and families with selected physical and psychosocial problems. The Community Health component extends the practice setting into the community by allowing the student to explore health and illness management in the home setting. Prerequisites: NSG201, BIO 226, and PSY 105.

NSG 211 **3 credits**
Ethical Dimensions of Nursing

The focus of this course is to enhance the development of self and add new knowledge of nursing and professionalism through independent study and interaction with peers, using the seminar approach. Learning through the seminar approach develops skills in group process, with students participating as members and leaders. Transition into practice, issues in nursing education, cultural diversity in nursing, professional ethics, legal aspects, and an overview of health care delivery systems (present and emerging), are emphasized to expand knowledge and promote understanding of the expanded professional role. Prerequisite: NSG 203 must be taken concurrently.

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 administration, as well as an overview of pertinent Federal and State law are also reviewed. Students are introduced to the use of appropriate resources to collect drug information. Prerequisite: BIO 208, 209 or permission of the instructor.

NSG 230 **5 credits**
Nursing Care of the Chronically Ill Adult

The course expands the student's knowledge base of previous nursing courses to include providing skill in the diagnosis and management of peoples' responses to chronic illness where change in previous life style is likely. Emphasis is on communication theory, teaching-learning principles, and growth in the provision of nursing care support in the student's ability to create a caring environment for the chronically ill adult. Coordination with the patient, hospital and health and social services in returning the chronically ill adult to productivity is a focus. Nursing theories applicable to the health maintenance needs of adults with chronic illness are reviewed. Integration of concepts is achieved through a variety of learning experiences including class, college laboratory sessions, and clinical experience. Prerequisites: NSG 222, NSG 223, BIO 208 & 209 or permission of the faculty.

NSG 290 **variable credit (1-3)**
Special Topics/Directed Studies in Professional Nursing

This course will address areas pertinent to the student's interest under the guidance of the nursing faculty. Students must secure the approval of the Nursing Department Director and faculty sponsor by providing a detailed description of the proposed project.

NSG 299 **0 credit**
Cooperative Education Second-Year Summer

Work experience synthesizes second-year theory and clinical nursing practice. This cooperative education experience is provided by on-site delegation and supervision by a registered professional nurse in an assigned practice setting. Prerequisite: Successful completion of second-year.

NSG 301 **2 credits**
Nursing Theory

This course is designed to introduce the student to Patricia Benner's "Novice to Expert" nursing model and give an overview of major nursing theorists and their theoretical models.

The student is exposed to how nursing theories/ models function as a framework for nursing practice and nursing research.

NSG 302 **3 credits**
Health Assessment

This course is designed to assist students in acquiring increased skills in health assessment as a basis for collaborative nursing in the diagnostic and monitoring domain of nursing practice. The students become familiar with techniques of physical assessment and use appropriate terminology to describe assessment findings. Normal findings and changes are presented. Prerequisites: Current R.N. license or permission of faculty.

NSG 303 **6 credits**
Rehabilitation Nursing

This course is designed to focus the student's understanding of the functional health of clients and families. It is taken concurrently with the Health Assessment course in order to validate functional health with physical findings to support a nursing diagnosis. The students are also sensitized to the attitudinal, physical and architectural barriers that our society places on persons with disabilities and chronic illness through didactic and clinical experiences. Prerequisites: Current R.N. license. NSG 301 must be completed or taken concurrently.

NSG 304 **6 credits**
Families in Crisis

This course is designed to assist students in developing a plan of care for various families in crisis. Family Theory, Crisis Intervention and Case Management are covered. Classroom and clinical experiences focus on concepts relating to families in crisis as they present in various health care settings. Prerequisites: Current R.N. license. NSG 301 and 303 or permission of faculty.

NSG 305 **3 credits**
Community Health Education

This course is designed to introduce the student to principles of teaching and learning within community health education. Theories and principles of adult education are covered, as well as strategies for teaching diverse groups of learners. Skills in presentation development, preparation, modular development and the use of multi media aids are covered. Prerequisites: NSG 301, successful completion of second year of generic BSN program, or permission of faculty. This course is also open to non-nursing majors.

NSG 310 **3 credits (theory)**
Peri-operative Nursing I

Using General Systems Theory, this course is designed to introduce the student to the role of the nurse in the peri-operative setting. Following the natural progression of the peri-operative event, the course provides the theoretical and conceptual underpinnings relevant to the pre-op, intra-op, and post-op phases. Areas of content include the peri-operative nurses role as it relates to: patient education, documentation, case management, ethical/legal considerations, safety, elements of professional practice and technical aspects in the care of the surgical patient. Prerequisites: RN licensure or completion of AND or BSN adult health nursing courses.

NSG 311 **3 credits (2 theory/1 lab/clinical)**
Peri-operative Nursing II

Using General Systems Theory, and building upon the introduction in Peri-operative Nursing I, this course is designed to expand the student's knowledge of the role of the nurse in the peri-operative setting. Using the conceptual format established in the first course, this course follows the natural progression of the peri-operative event and provides the student with theoretical and practical application of the peri-operative nurse's role through structured laboratory learning activities. Introduction to an actual operating room as a lab setting allows for demonstration and return demonstration of nursing skills specific to the peri-operative role. Prerequisite: Peri-operative Nursing I.

NSG 312 **3 credits (1 seminar/2 clinical)**
Peri-operative Nursing III

Building on the theory and skills learned from the prior two courses, this course is designed to bring about a complete understanding of the peri-operative event and the professional RN's role in that event through an intensive precepted clinical experience and a weekly seminar designed to process clinical events. Students have an opportunity to apply theoretical knowledge of the peri-operative nursing role in a variety of precepted clinical situations. Prerequisites: Peri-operative Nursing I & II.

NSG 320 **2 credits**
Transition to BSN

(Israel Branch campus course and RN-MS course)

The course offers registered nurse students the opportunity to explore professional goals for returning to school and potential meanings of the new level of learning for themselves and their practice. An exploration of nursing theory and practice with an emphasis on role development and critical thinking will be introduced. Through active discussions, readings, and writing activities, opportunities for knowledge growth in the areas of professional practice, nursing process, deci-

sion-making, nursing theory, teaching-learning, and professional accountability are made available.

NSG 323 **4 credits**
Nursing Care of the Adult with Mental Health Needs

This course focuses on the role of the nurse in the adaptation and growth of the adult with mental health needs. Students study the foundations of psychiatric-mental health nursing, specifically, basic concepts, psychopathology, socio-cultural considerations, the development and use of therapeutic communication skills, the development of the nurse-client relationship and recognition of special populations. The course examines similarities and differences in chronic and acute mental illnesses, as well as the process by which such emotional needs are met by the health care team. Continued integration of the student's understanding of psychosocial and physiological theory with application of this knowledge is fostered through lecture, laboratory, and clinical experiences. Prerequisites: Successful completion of second-year or permission of the faculty.

NSG 324 **5 credits**
Nursing Care of the Adult with Life-Threatening Conditions

This course focuses on the role of the nurse in caring for the seriously-ill adult. The use of clinical decision-making and establishment of priority care needs are integrated when planning care for adult clients with potentially life-threatening conditions. Course content is organized around nursing care needs of adults with common, serious alterations in major body systems. The use of research-based nursing practice is stressed. Legal and ethical issues related to caring for adults within the context of the health-care system/hospital environment continue to be explored in this course. In addition, students gain increased experience in the professional nursing roles of coordinator of care, collaborator with other disciplines, and client advocate. Prerequisites: Successful completion of fall semester third year level nursing courses, or permission of the faculty.

NSG 326 **4 credits**
Nursing Care of the Child-Bearing Family

Students are introduced to the provision of nursing care to the family through participation in the childbearing experience. Content centers on the nursing care during the prenatal, labor and delivery, and post-partum periods. Particular emphasis is placed on working with women with child-bearing concerns and the newborn infant. Prerequisite: Successful completion of fall semester third year level nursing courses, or permission of the faculty.

NSG 330 **3 credits**
Ethical Issues in Professional Nursing

This course offers students an opportunity to reflect critically on several documents which help guide professional practice. These documents include Nursing, A Social Policy Statement, (1996), and The International Council Code for Nurses, (1973). Concepts surrounding ethical comportment in nursing will be discussed and students will be provided opportunities, through case study discussion, to develop ways of resolving ethical dilemmas arising from practice. In addition, students will discuss theoretical foundations of ethics and the law.

NSG 333 **3 credits**
Gerontology for Health Care Professionals

The focus of this course is on the elderly population based on current and projected demographics. Assessment based on functional abilities and health needs of this population are examined in relationship to the long-term-care-delivery system, funding, and use of personnel, both paraprofessional and professional. Ethical, economic, legal, legislative, and political case situations are described and discussed in relationship to health promotion and disease prevention intervention strategies. Theories of aging, problem solving, and specific health care roles are emphasized. Prerequisite: Successful completion of second year or permission of the faculty.

NSG 340 **3 credits**
Alternatives for Healing

A presentation of the theories of the interconnectedness of body, mind, spirit, the relationship of illness in the person and in society to this connectedness. The course reviews the varied definitions of health and past and current methods of healing illness. The course compares the current traditional Western model for health and healing with non-traditional and Eastern methods currently available in the United States. Prerequisites: BIO 208, 209, PSY 105, successful completion of second year, or permission of the faculty. This course is also open to non-nursing majors.

NSG 399 **0 credit**
Cooperative Education Third-Year Summer

This work experience synthesizes all previous learning. The cooperative educational experience is provided under on-site delegation and supervision of a registered professional nurse in an assigned practice setting. Innovative and creative work sites are encouraged. (Same as NE 399). Prerequisite: Successful completion of third-year.

NSG 401 **3 credits**
Nursing Research Methods

This course is designed to provide students with the basic theory and critical thinking skills necessary to analyze, critique and evaluate nursing research. Quantitative and qualitative methodologies are discussed. Exploration of related literature and completion of various aspects of the research process enhance the students understanding of the interrelationship between nursing research in the domains of Nursing practice. (Equivalent to NSG 350). Prerequisites: MAT 200, Successful completion of third year or permission of faculty.

NSG 402 **6 credits**
Community Health Nursing

The concept of the community as a client is introduced in this course, with the nurse seen as accountable to society & having impact on other professions. Principles of public health, community health, societal health and public policy are the focus of the community-based didactic and clinical experience. Prerequisites: Successful completion of first year of RN-BSN completion program, or permission of faculty.

NSG 403 **9 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 are on the application of leadership/management theory and skills in various nursing practice settings. Prerequisites: Successful completion of first year of RN-BSN completion program 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 417 **3 credits**
The Politics of Health Care

This course is designed to provide the student with an in-depth understanding of the political system in order to focus on the role of the health care professional in setting health care policy. Students gain a comprehensive overview of politics, power, strategies, policy development and implementation, and the political process. Attention is spent on strategies required to prepare and deliver legislative testimony, and how to effectively lobby for passage of particular health policies. Prerequisite: Permission of the faculty. This course is also open to non-nursing majors.

NSG 421 **5 credits**
Nursing with Groups and Communities

The course emphasizes the community as the client. Community assessment, epidemiology, and health planning for communities and special population groups are the foci. Students diagnose and manage groups and communities with potential or actual health needs, examine research findings relative to health promotion, maintenance and restoration of health, and apply the theoretical concept of levels of prevention to identified populations. Prerequisite: Successful completion of third year or permission of the faculty.

NSG 422 **2 credits**
Nursing Symposium

The focus of this course is on analyzing contemporary issues and trends which affect the nursing profession and health care. Consideration is given to economical, historical, legal, ethical, and social forces affecting the role of the nurse. The student has the opportunity for in-depth exploration of one or more contemporary issues and trends in order to examine the projected effects on clients, the profession of nursing and the individual nurse. Prerequisites: Successful completion of fall semester fourth year level nursing courses or permission of faculty.

NSG 430 **3 credits**
Advanced Adult Health Status Assessment

This is a comprehensive practice in health assessment for RN's who are returning to college to attain their BSN and/or MS degree. The purpose of this course is to provide an avenue for RNs to augment their basic understanding of health assessment and sharpen their history taking and physical assessment skills. Emphasis is placed on developing expertise in gathering an in-depth health history and on performing a comprehensive physical examination of an adult. The focus of the course is on the well adult with attention to common variations from the norm.

NSG 450 **6 credits**
Leadership in Professional Nursing

This course emphasizes leadership effectiveness by providing a grounding in the theory and principles of leadership, management, and change. Distinctions are examined regarding the similarities and differences between leadership and management. Focus is on the nurse as a change agent and the nurse's wise use of power. In addition, the course emphasizes the nurse's ability to envision future goals and directions, motivate staff, and provide organizational direction and leadership. The course takes into account the rapidly changing health care environment and patient delivery systems. Specific skills in facilitating groups, chairing meetings, budgeting and delegating are explored and applied. Based on an assessment of their own learning needs, students participate in a clinically based role transition experience. Prerequisites: Successful of fall semester of fourth year level nursing courses or permission of faculty.

Occupational Therapy

Courses under development and subject to change.

OTR 201 **4 Credits**
Introduction to Occupational Therapy
(University Campus Only)

Introduction to concepts of occupational therapy including history of the profession, beginning activity analysis, medical terminology, basic physical evaluation techniques (range of motion, manual muscle testing), transfers and mental health concepts. Includes credits for volunteer experience.

OTR 301 **3 credits**
Occupational Therapy: Foundations of Practice
(University Campus Only)

This is an introductory course in the conceptual foundation of occupational therapy. How humans engage in occupation and how abilities, changes in health status, and environments impact on occupational performance are examined. The teaching of critical thinking is integrated in this course.

OTR 302 **3 credits**
Occupational Therapy Activities I
(University Campus Only)

This course introduces activities as the foundation of occupational therapy practice. From cross cultural perspectives students examine wellness components of a broad spectrum of activities which comprise work, self maintenance and leisure behaviors. Activity analysis and teaching/learning structures are introduced as tools of the occupational therapist. Third-year status, OT's only.

OTR 303 **2 credits**
Gerontics

(University Campus Only)

This course complements and integrates with OTR 301 (theory), OTR 302 (activities), and OTR 350 (community practicum) by introducing the student to the demographics and heterogeneity of the growing elderly population. Health and wellness concepts and sensitivity to the aging issues the elderly face are stressed. Strategies to help the elders deal with losses, physical, social, emotional, and spiritual losses, and fulfill their valued occupational roles are explored. Third-year status.

OTR 310 **2 credits**
Kinesiology

(University Campus Only)

An in-depth analysis of human motion with an emphasis on biomechanics and total patterns of movement.

OTR 311 **6 credits**
Neurodevelopmental Conditions and OT Theory

(University Campus Only)

The student learns concepts of typical and atypical neurological growth and development from infancy through young adulthood. OT theory, approaches to treatment, and treatment planning are presented. Third-year status, OT's only.

OTR 312 **3 credits**
Developmental Evaluation and Interventions

(University Campus Only)

Presented are Occupational Therapy evaluations activities and documentation for the client with neurodevelopmental conditions. Third-year status, OT's only.

OTR 316 **3 credits**
Research Methods

(University Campus Only)

Integrates the basic statistical concepts necessary to read and understand research and applies statistical processes to health science related data bases. An overview of research designs will be presented and students will critique research in occupational therapy. Students will write to learn through writing modules

OTR 350 **1 credit**
Community Practicum I

(University Campus Only)

Provides an introduction to professional behavior, the changing role of occupation with the elderly, and the importance of activity in the maintenance of wellness. Experience is gained with observation, interviewing, initial assessment, activity analysis and planning, and beginning documentation. Reflection on field-based ex-

perience is elicited. Class presentations and discussions promote integration of theory and experience.

OTR 351 **2 credits**
Community Practicum II

(University Campus Only)

Continues to reinforce professional behavior and provides a structured field-based setting to emphasize the role of OT with neurodevelopmentally handicapped clients. Opportunities for reflection and integration of classroom and field-work information are offered while learning about values, laws, and practice pertaining to OT in the schools and with pre-schoolers. Documentation of progress is stressed.

OTR 352 **1 credit**
Seminar I: Introduction to Groups and Communication

(University Campus Only)

Students explore issues related to gender, race, class, culture, age, ability and sexual preference. Peer support, team building and conflict resolution skills are developed as a basis for effective communication with peers, clients and professionals of diverse backgrounds. Group processes introduced.

OTR 353 **1 credit**
Seminar II: Leadership

(University Campus Only)

Theories about groups and leadership and practice of group interaction skills are emphasized. Experiential activities will highlight group dynamics and be used to provide multiple experiences to improve effectiveness as a leader and to help with both the therapeutic use of self and the OT evaluation and treatment planning process. A challenge experience will also be provided.

OTR 401 **4 credits**
Occupational Therapy: Physical Functioning

(University Campus Only)

Occupational therapy intervention strategies for clients with physical dysfunction and adults with neurological problems are explored. The student has the opportunity to integrate knowledge of clinical conditions with the selection of appropriate assessment and treatment modalities for a variety of clients. The student will use documentation and treatment planning for all stages of occupational therapy. Fourth-year status, OTs only.

OTR 402 **7 credits**
Physical Functioning: Evaluation and Interventions

(University Campus Only)

This is a fourth-year level course designed to familiarize the student with standardized and non-standardized assessments

used in physical disabilities settings. The student will achieve entry-level competency in selecting areas to be assessed, conducting the evaluation and documenting the results of these assessments. Students will also achieve entry-level competency in treatment planning and intervention encompassing the biopsychosocial aspects of intervention and the grading of activities. Fourth-year status.

OTR 410 **3 credits**
Ethics

This course will survey some major ethical theories and consider their application to contemporary issues. Among the topics to be considered are the nature of the good life, the basis of moral obligation, the sources of moral values, and the nature of moral reasoning.

OTR 411 **3 credits**
Occupational Therapy: Mental Health

(University Campus Only)

This course explores what constitutes mental illness and reviews the current mental health system. Client-centered practice is emphasized as the role of occupational therapy with mental health clients is examined. Psychosocial frames of reference are applied and controversial issues in mental health practice are discussed. Fourth-year status, OTs only.

OTR 412 **2 credits**
Mental Health Evaluation and Interventions

(University Campus Only)

The evaluation process, treatment planning, implementation, and documentation in psychosocial occupational therapy are emphasized. Laboratory activities provide practical experience in the use of evaluation tools and treatment interventions. Fourth-year status, OT's only.

OTR 415 **2 credits**
Physical Dysfunction: Technology

(University Campus Only)

The student will be exposed to a range of assistive and technological interventions for clients experiencing a broad range of challenges in self care, work and leisure.

OTR 420/422 **3 credits**
Health Care Management and Delivery

(University Campus Only)

This course explores theories and application of management activities, including personnel relations, supervision, administration, budgeting, planning, organizing and operating a department in a variety of health care settings. It also focuses on the complex mixture of separate subsystems which currently

exist in the U.S. health care system. Its purpose is to examine the current issues and trends in health care and to prepare the student for future change in the delivery of occupational therapy services. This course also provides the opportunity for the student to examine his/her responsibility as a change agent and explore the various avenues that create change.

OTR 450 **2 credits**
Community Practicum III

(University Campus Only)

Provides a structured field-based setting to emphasize the role of OT with physically handicapped clients. Stress is placed on the therapeutic use of activities to promote adaptation to disabling conditions. A weekly seminar is held to discuss issues related to the practicum.

OTR 451 **2 credits**
Community Practicum IV

(University Campus Only)

Provides a structured field-based setting with opportunity for students to observe or participate in formal or informal assessment and begin to formulate treatment goals and objectives with mental health clients. Students attend a weekly seminar to discuss issues related to the practicum. Alternate mental health sites and delivery patterns are also utilized.

OTR 452 **2 credits**
Seminar III: Problem-Based Learning with Physical Dysfunction

(University Campus Only)

Emphasizing occupational therapy for clients with physical dysfunction, students will participate in problem-based learning groups. The goal is to facilitate the integration of knowledge, theory and skills in the provision of occupational therapy.

OTR 453 **2 credits**
Seminar IV: Problem-Based Learning with Mental Health

(University Campus Only)

Continuing the problem-based model of learning, the emphasis in this semester is occupational therapy for clients with mental health issues and psychiatric disabilities. Students will engage in case formulation which will articulate their professional knowledge, theory and skills in the provision of occupational therapy.

OTR 500, 501, 502 **6 credits each**
Fieldwork IIA, IIB, IIC

(University Campus Only)

Supervised full-time three months OT clinical experience in approved centers throughout the United States. I & II are required, III is optional.

OTR 505 **4 credits**
Frames of Reference

(University Campus Only)

An integrative analysis of models of practice used in occupational therapy and the utilization of PBL to synthesize complex clinical reasoning on cases.

OTR 510 **4 credits**
Effective Practice: Sociocultural Perspectives of Occupational Therapy

(University Campus Only)

An analysis of what constitutes effective practice in occupational therapy with an emphasis on how sociocultural issues effect the therapist's clinical reasoning and the client's ability to benefit from occupational therapy services.

OTR 516 (I), 517 (II) **I=2 credits, II=3 credits**
Research Project I and II

(University Campus Only)

The student is required to participate in an original small group research project to increase awareness of the necessity of research to validate the profession of OT based on third-year level Research Methods. Fourth-year status, OT only.

OTR 518 **4 credits**
MS Project and Integrating Research in Practice

(University Campus Only)

Preparation of the fourth-year research project for publication or completion of an equivalent clinical project. Course also includes analysis of how research relates to changes in practice, reimbursement, quality assurance, therapist's continuing competency, etc.

OTR 530 **3-4 credits**
Advanced Therapeutics - Professional Electives

(University Campus Only)

Presents a series of short seminars on advanced topics. Students choose three to four from among eight to ten offerings per semester from such topics as: advanced splinting, NDT handling, gerontic treatment, neonatal assessment, consultation, manual therapy, hand therapy, private practice, advanced sensory integration, sign language, OT in the school system, etc. 5th year status, OT's only. Course is designed

as a directed study based on identified learning needs and an individual learning plan.

OTR 550 **4 credits**
Health Care Systems: The Relities of Practice

(University Campus Only)

An analysis and synthesis of how current and planned Health Care Systems influence occupational therapy practice and how occupational therapists can be proactive in interacting with these systems.

Courses under development and subject to change.

Organizational Leadership

OLP 210 **3 credits**
Competencies and Career Development

(Westbrook College Campus only)

This course is designed to help students develop both a conceptual framework and a plan of action for taking charge of their career development. Readings and discussions focus on the current context of work and career development and its implications for both organizations and individuals. Individual and group projects help students refine and apply their insights regarding career development to their own work settings and to the process called Integrative Life Planning. In addition, cooperative learning processes help students add to each other's knowledge, develop teamwork skills useful in the workplace and complete class projects.

OLP 220 **3 credits**
Adult Development and Learning

(Westbrook College Campus only)

This course in adult development and learning is intended to help students develop a conceptual framework to use in creating and evaluating learning experiences for adults. Readings explore subjects such as brain-based learning; various concepts of intelligence; major theatrical orientations to learning, including behaviorist, cognitivist, humanist, and social learning; theories of personality and moral development; and the social context of adult development.

OLP 230 **3 credits**
Leadership and Diversity

(Westbrook College Campus only)

This course is built upon the fact that for a variety of reasons, including the economic value of developing a collaborative workplace, leaders in organizations require expertise in the management of diversity. Students explore the management

of diversity in terms of what it means in a practical sense for an organization should address both inside and outside the organization. e.g., issues pertaining to policies and practices affecting an organization's employees and issues affecting an organization's relationship with customers or clients.

OLP 240 **3 credits**
Business and Society

(Westbrook College Campus only)

This course explores the interaction between the private enterprise system and the various elements of society: government, consumers, employees and the diverse constituencies of a multi cultural society and multi cultural world. Emphasis is given to the origin and evolution of the corporation, the legal environment in which it operates, the nature of its social responsibility and potential ethical and social conflicts faced by individuals within business organizations.

OLP 245 **3 credits**
Social Psychology in the Workplace

(Westbrook College Campus only)

This course covers social psychology as the scientific study of how people think about, influence and relate to one another within the organizational context. It is designed to help the student apply principles from social psychology to work settings, and to understand the critical nature of relationships in the employment setting.

OLP 250 **3 credits**
Communication Dynamics in Organizations

(Westbrook College Campus and Israel Campus only)

The course is designed to help students understand how the dynamics of communication affect organizational processes and outcomes. The course focuses on the improvement of work flow and business processes through communication systems and the interplay between data systems and the organization. Each student develops a case study of the communication dynamics in his or her organization.

OLP 315 **3 credits**
Organizational Behavior

(Westbrook College Campus only)

The course presents the theory, research, and practice that underlie the effective management of organizations, focusing on individuals within the organizational context. Topics covered include learning theory, perception, motivation, leadership, group dynamics, conflict, negotiations, decision-making models, communication, and innovation.

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.

OLP 340 **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.

OLP 440 **3 credits**
Organizational Change

(Westbrook College Campus only)

The courses 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.

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.

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 to the investigation of a significant problem in their organizations. Upon com-

pleting the project, developed in the form of a case study, each student gives a public presentation describing the study and its outcomes.

Philosophy

PHI 100A 3 credits

Exploration: Exploring Philosophical Problems

Reading from both philosophical and literary sources will be used as a basis for class discussion of such questions as the nature of philosophical inquiry, the nature of reality, the definition of moral values, the problem of how it is possible to know and experience the world, and whether life has meaning.

PHI 100C 3 credits

Exploration: Mind, Body and Death

After consideration of how and if one can investigate such issues, the course focuses upon several fundamental questions about human existence. Is there life after death? What is the mind? Is it my brain or something more spiritual in nature? Can a machine be conscious? Do animals have minds? In the face of what science tells us about the causes of our behavior, do we have free will? What is the meaning of life?

PHI 110 3 credits

Philosophy of Personal Relations

This course investigates conceptual and moral issues concerning personal relationships - friendships, love, sex and marriage. What should friendship be? What are the different kinds of love? Is one type better than others? Is marriage desirable in a just society? Is premarital sex wrong? Is adultery immoral?

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.

PHI 325 3 credits

Topics of Philosophy

This course deals with special philosophical issues. Possible topics are American Philosophy, Ethics and the Health Professions, Logic and Language, Theories of Knowledge and Truth, Galileo, Human Alienation, Philosophies of Nature and Thinking Critically about Truman's Decision to Drop the Bomb on Hiroshima.

Physical Therapy

PTH 300 **1 credit**
Introduction to Physical Therapy
(University Campus Only)

This course is designed to assist the entering physical therapy student to develop a frame of reference for his/her chosen profession. The courses revolve around five themes: 1. the relationship of a health care professional with his/her professional organization, 2. written and verbal communication, 3. ethics and professional behavior, 4. clinical reasoning and decision making and 5. educational methodology.

PTH 301 **2 credits**
Normal Development
(University Campus Only)

In this advanced developmental course, the learner looks more deeply at human body systems, senses, movements and posture across the life span. Alternate theories of human development, and motor control & learning, including cultural differences, will be compared and contrasted, relevant to therapeutic approaches used by modern empirically based physical therapists. Change in tissues and structures will be followed from their embryological origins through senescent (old age). Lastly, the learner explores personal values related to age-related change & death, and comfort level with personal versus professional involvement with the related grieving of patients and their supportive circles of family, friends and professionals.

PTH 305 **7 credits**
Kinesiology
(University Campus Only)

An in-depth analysis of human 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 that are typically utilized in a musculoskeletal examination during various laboratory sessions. Patient case studies are utilized throughout the course to integrate the elements of examination, evaluation and di-

agnosis. 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.

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: 4th year students enrolled in the Program of Physical Therapy.

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 clearance techniques. Psychological, economic, social, cultural and vocational aspects of illness and disability are also discussed. Concepts are cumulative and based on mastery of previously learned knowledge and skills. Prerequisite: PTH 310 and PTH 410.

PTH 515 **3 credits**
Health Care Management
(University Campus Only)

Theories and application of management activities including personnel relations, budgeting, planning, organizing and operating a department in a variety of health care settings. Seminars, independent study and experimental learning activities are used throughout the course.

PTH 518 **7 credits**
Problems of the Neurosensory System I
(University Campus Only)

This course prepares students to practice as entry-level physical therapists when working with infants, children, and youth with neurologic dysfunction. Although the focus is on screening, examination, PT-diagnosis, treatment, and management of neurologic dysfunctions that begin during the pediatric part of the life span, the course will also look at the management of those primary dysfunctions' effect on other body systems, and aging. Field work, demonstrations, case histories, and laboratory practice are used with traditional learning methods to develop empirically-guided practical skills. Prerequisite: 5th year students enrolled in the Program of Physical Therapy.

PTH 519 **12 credits**
Problems of the Neurosensory System II
(University Campus Only)

Problems of the Neurosensory System II is designed to prepare students to practice as entry-level physical therapists when working with adults with neurologic dysfunction. Integrated classroom and laboratory experiences incorporating case study methodology are used throughout the study of the neurological system to help the student develop the necessary competencies for physical therapy practice. The disablement model (Nagi's classification, 1991) provides a foundation for the course and promotes an integrated understanding of pathophysiology, impairments, functional limitations, and disabilities. The Guide to Physical Therapist Practice (1997) will provide the framework for the course as modules are structured around pathology, examination, and intervention. Topics related to examination include history, systems review, and tests and measures (including arousal, attention, and cognition; assistive and adaptive devices; community and work reintegration; cranial nerve integrity; environmental, home, and work barriers; gait, locomotion, and balance; motor function; neuromotor development and sensory integration; orthotic, protective, and supportive devices; and self-care and home management). Topics related to intervention include coordination, communication and documentation; patient/client related instruction; and direct interventions (including therapeutic exercise, functional training in self-care and home management, functional training in community and work reintegration, and prescription, application, and fabrication of devices and equipment). Lecture, discussion, laboratory demonstration and practice, case presentations, reading and writing assignments, small group work, and simulations, provide opportunities for learning. Prerequisites: 5th year students enrolled in the Program of Physical Therapy.

PTH 520 **4 credits**
Clinical Practicum II

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction.

PTH 521 **4 credits**
Clinical Practicum III

(University Campus Only)

An eight week-full time clinical experience provided in a variety of health care settings within the United States. The experience is structured to provide students with the opportunity to develop competence in the managements of patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary dysfunction. Students may have the opportunity to develop advanced skills in an area of interest or to practice in a unique setting.

PTH 530 **2 credits**
Research Proposal

(University Campus Only)

In this course, physical therapy students learn about the process of clinical research by identifying a research question on a problem or issue of importance to the profession and designing a research study. Descriptive, correlational, and experimental research are acceptable. Students identify gaps in professional knowledge and practice, formulate questions or hypotheses, access and evaluate primary and secondary sources of information, and study ethical issues related to clinical research to prepare for writing a research proposal that includes budget, review of the literature, methodology, and consent documents, and is submitted to the Institutional Review Board. Prerequisite: fifth-year physical therapy students.

PTH 531 **3 credits**
Research Project

(University Campus Only)

In this course, physical therapy students answer the research question developed in PTH 530 by completing the research project. Students will systematically collect data using standard physical therapy test and measures, analyze data using appropriate descriptive and inferential statistical procedures, and interpret and disseminate the findings orally, through a platform-style presentation, and in writing, by a research report in journal form. Prerequisite: MAT 230 and PTH 530.

PTH 534 **2 credits**
Issues in Health Care

(University Campus Only)

The exploration of current issues and trends in health care at all levels (local, state, and national) and their effects on the delivery of physical therapy services. Topics include managed care, legislative activity, professional organizations, continuing education, licensure, and ethical decision making.

PTH 540-548 **3 credits**
Professional Electives

(University Campus Only)

These courses will enable students to acquire information about a particular aspect or specialty in physical therapy. Clinical experience may or may not be included.

Physics

PHY 200, 201 **2 semesters, 8 credits**
General Physics I, II

The major areas of physics introduced in this two semester course include mechanics, heat, waves, light, electricity, magnetism, quantum mechanics, atomic and nuclear physics. These concepts are expanded upon in laboratory sessions. Meets requirements for Life Science, Physical Therapy and preprofessional students. Prerequisite: MAT 180. Offered yearly.

Political Science

PSC 100 A **3 credits**
Exploration: Concept of Revolution

Political scientists define social revolution as a radical social, economic, and political change. This course begins with a survey of three major theories of revolution, and then the analysis of three late twentieth century cases: the Iranian, the Nicaraguan, and the South African revolutions. In each case the focus will be on three phases: the crises of the old regime, the causes of the revolution, and the outcome of the revolution. Critical thinking, creativity, and in-class discussions and team presentations are essential requirements of this course.

PSC 110 **3 credits**
Exploration: The Politics of Culture

Political culture in political science refers to main social and cultural attitudes toward politics in a given country. How-

ever this course is designed to approach this concept from an interdisciplinary perspective. Students are expected to read and analyze critically books, articles, and films from different disciplines, especially anthropology, social history, and political theory. The course will investigate four themes: making sense of different political traditions, the invention of traditions, alienation and cultural resistance in the Middle East, and American ethnocentrism.

PSC 120C **3 credits**
Exploration: Exploring Political Ideas and Issues

This course is designed to introduce students to major concepts, theories, and issues central to the field of political science, and especially international relations. This course traces the evolution of the international systems in the last five hundred years, with specific interest on complex problems such as: war and international conflict, imperialism and its impact on the colonial world, terrorism, north-south relations, and the end of the cold war. Students are encouraged to read international news sections either in daily papers such as the New York Times, the Christian Science Monitor, or weeklies e.g., Time or the Nation.

PSC 300 **3 credits**
**Politics and Literature, Egypt
 Through the Eyes of Mahfouz**

(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, effecting many areas in all parts of the world. This course seeks to understand the origins and assess the role of nationalism in contemporary politics. After a theoretical and historical introduction, the course will focus on some specific cases from Africa, North America and Europe for in depth discussion and analysis.

PSC 310 **3 credits**
Government and Politics in North Africa.

(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 108 **3 credits**
Aging, The Individual, and Society

(University Campus only)

This course will examine the life circumstances of the elderly (primarily in the U.S.) at the close of the Twentieth Century. Students will obtain a clear and current understanding of elderly person income levels, health status, living arrangements, social roles, and activity levels, as well as an understanding of how these circumstances are reshaped by social policy and public policy. Added emphasis will be given to the final years of life and approaching death. Images of the elderly will be explored through the use of film, literature, writing, guest lectures, and field trips. No prerequisite.

PSY 110 **3 credits**
Career Development

(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 151, 251, 351, 451 **3 credits each**
Independent/Directed Study

The course is designed for a qualified student to work individually with a faculty member on a project, reading program, or a selected topic that is not covered in a regular course. Prerequisite: consent of instructor.

PSY 205 **3 credits**
Abnormal Psychology

The course is a study and research-based critique of the classification, diagnosis, and treatment effectiveness of major forms of psychological disorders, both as outlined in the Diagnostic and Statistical Manual of Mental Disorders, and as practiced in clinical settings. Theoretical issues and approaches to particular problems and controversies will be examined by reviewing the research literature on clinical reasoning. The concepts examined will be linked to everyday reasoning and life, including popular and folk psychology theories and syndromes. An emphasis upon the development of the concepts of normality and abnormality will be explored, along with associated practical and ethical issues. Research on cross cultural aspects of diagnosis will be explored. Prerequisites: PSY 105, PSY 220 can be concurrent.

PSY 215 **3 credits**
Psychology of Gender

This course focuses on the social, psychological and biosocial approaches to understanding the meaning and impact of gender. Topics include gender differences in personality and behavior; and power relationships between men and women. In addition, the role of gender in interpersonal relationships, communication styles, as well as physical and mental health are discussed. Prerequisite: PSY 105.

PSY 220 **3 credits**
The Sociocultural Context of Human Development I

This is the first half of a two semester course that provides students with a social sciences perspective on human development and methods of inquiry. Life stages covered are prenatal, infancy and childhood. Topics include maturation, development markers, the influence of social institutions, cross cultural variations of individual identity, gender, class, race, status, stratification, and rites of passage within the framework of life-span development. Prerequisite: Second-year status.

PSY 225 **3 credits**
Psychology Statistics

(University Campus only)

This course is an introduction to descriptive and inferential statistics as applied to problems in the behavioral and social sciences. Topics will include measures of central tendency and variability, correlation, hypothesis testing, t tests, analysis of variance, regression, and chi square analysis. Students will also learn to use statistical software and to choose the appropriate analysis for various types of data. Prerequisite: MAT 250.

PSY 235 **3 credits**
Health Psychology

This introduction to the field of health psychology covers the study and the treatment of the psychological aspects of physical illness. Theories, research issues, and interventions related to the impact of personality and the psychosocial environment on health are explored. Topics to be investigated include: the predisposition of sociocultural, personality, and behavioral patterns on health and illness: psychosomatic disorders: and psychological interventions in the prevention and treatment of physical illness. Prerequisite: PSY 105.

PSY 255 **3 credits**
Social Psychology

This course is a study and critique of the theoretical and applied research on social and cultural aspects of human behavior. Areas include, interpersonal influence and attraction, perception, affiliation, altruism, aggression, attitudes, conformity, leadership, gender, prejudice and discrimination, evolutionary origins of social behavior, and environmental psychology as they relate to everyday reasoning and life. Prerequisite: PSY 105.

PSY 270 **3 credits**
The Sociocultural Context of Human Development II

This is the continuation of PSY 220, providing students with a social sciences perspective on human development and

methods of inquiry. Life stages covered are adolescence, adulthood, experience of later life, and the end of life. Topics include demographics, cross cultural data, identity, intimacy, parenting, occupation, aging, death and dying. Prerequisites: PSY 220, Second-year status.

PSY 285 **3 credits**
Research Methods

The underlying logic of primary methods of research in the social and behavioral sciences will be investigated. The development of research questions and their relationship to theory will be discussed. Students will identify and select appropriate methods for conducting research. The interpretation of research results will be reviewed in terms of their significance and meaning. Prerequisites: PSY 225, Second-year status.

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

The internship is designed for students to actively participate in a community organization or agency of their choice (as available) for 120 hours per 3 credit course. The primary goal of the internship experience is to allow the student an opportunity to apply theoretical and technical skills gained in the classroom setting to actual work in the community. Internship sites include mental health facilities, hospitals, homes for disadvantaged children, local schools, juvenile centers, police departments, and community action agencies. Students are expected to develop a working understanding of the issues and social dynamics of clinical work and agency relations within a community setting. In the case of research internships, students participate in research projects developed by faculty members. 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

This course investigates the nature of stress and its impact on the individual's personality, abilities, and health. Key theories of stress are presented. Current research issues in stress and coping are reviewed. Personal, as well as institutional responses to and interventions with stress will be emphasized. Prerequisite: PSY 105.

PSY 345 **3 credits**
Sports Psychology

The course is intended to investigate the science of Sport Psychology from its theoretical foundation to its practical application. The perspectives of the course range from the study of individual differences and sport behavior to the impact of social influences and group dynamics on sport. Specific topics include: psychological variables; personality and individual differences in athletes; skill acquisition; and, an examination of the role of exercise and sport across the life span. Prerequisite: PSY 105.

PSY 350 **3 credits**
Theories of Personality

This course offers a review of various approaches to describing the development and organization of personality and the concept of self. Topics include: the evaluation of major theoretical viewpoint, the review of research on personality structure, dynamics and change, and the application of personality theory to the broader field of psychology. Prerequisite: PSY 105.

PSY 355 **3 credits**
History and Systems

This course is intended to provide a student with an understanding of the philosophical and historical roots of psychology. The course will survey the historical systems of psychology including functionalism, structuralism, psychoanaly-

sis, behaviorism, gestaltism, and the current cognitive paradigm. Prerequisite: PSY 105.

PSY 360 **3 credits**
Psychological Assessment

This course offers an introduction to the principles and procedures of psychological assessment. Assessment theory and test construction are examined and the more commonly used tests for the assessment of intelligence, achievement, ability, interests, and personality are studied. The ethical issues associated with assessment will be emphasized throughout the course with particular attention given to issues of race, class, gender, and ability as mediating variables in test construction and interpretation. Prerequisites: PSY 105 and MAT 250.

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

This course is an introduction to the biological basis of human behavior. The primary systems of human behavior will be examined within the context of the brain's function. Topics will include the anatomy and physiology of the brain, the structure of the nervous system, the role of hormones, language processing, developmental changes, emotions, and the biological basis of psychological disorders. Prerequisite: PSY 105.

PSY 370 **3 credits**
Drugs, Society, and Behavior

(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". Sociocultural dimensions of drugs and behavior will also be examined. Prerequisite: PSY 105.

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

This course is intended to be a general introduction to the field of counseling psychology by surveying the major theoretical approaches underlying both individual and group practice in clinical and counseling work. In addition to studying a variety of theoretical approaches, students will be exposed to the research indicating which approach seems to work best with certain types of client problems. Approaches to be examined in-

clude Psychoanalytic, Adlerian, Existential, Client-Centered, and Cognitive-Behavioral. Prerequisite: PSY 105.

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

(University Campus only)

These courses provide an opportunity for fourth-years 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.

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

The purpose of this course is to serve as capstone experience which will integrate all of the student's course work, as well as provide a forum for the student's interest in a specialized topic. Students will be engaged in individual research (topics to be constructed jointly with the faculty). Prerequisites: PSY 285, fourth-year status, and permission of the instructor.

Religious Studies

REL 100 **3 credits**
Exploration: Religious Meaning

This course introduces students to the field of religious studies and explores the personal and institutional dimensions of faith. We examine various historical and contemporary models of the relationship between God and human beings and probe such timeless questions as: What evidence do we have for and against belief in God? Why does God allow evil in the world? And How do people communicate with God?

REL 200 **3 credits**
Exploration: World Religions

This course is an exploration of the basic doctrines of major world religions with regard to the nature of divinity and religious experience, the meaning of human existence and its place in the cosmic order.

REL 250 **3 credits**
Exploration: The Bible

This course is an introduction to the Bible as the scripture of two of the world's most important religions: Judaism and Christianity. We study selected passages and ideas in depth to discover their religious, historical, and literary significance.

Sociology

SOC 105 3 credits Popular Culture

(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

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.

SOC 304 3 credits Social Problems in the U.S.A.

Various problems of social disorganization in the United States with emphasis on such topics of current interest as segregation, poverty, each person’s individual and collective role, and the prevailing uncertainty of social purpose. Prerequisite: SOC 150.

SOC 305, 405 **3 credits**
Special Topics Seminar

An advanced course for the detailed analysis of major issues relating to sociology. Topics and readings to be determined yearly by the teaching faculty. Prerequisite: SOC 150 or permission of the instructor.

SOC 310 **3 credits**
Demography and Human Ecology
(University Campus only)

The goal of this course is to introduce students to the science of population, demography. The course will include formal demography which studies size, distribution, structure and change of populations as well as additional characteristics of the units. These characteristics will include: ethnic characteristics, social characteristics and economic characteristics of population. The second half of the course will focus on human ecology. Human ecology as defined by Amos Hawley will include the study of the interdependence of the human organism with his/her social and physical environment. Students will study how human populations distribute themselves across the planet as well as how they organize to meet their daily needs. The impact on the organization influences and is influenced by the physical characteristics of the planet. Prerequisites: SOC 150, Third-year status.

SOC 320 **3 credits**
Community Organization
(University Campus only)

This course will focus on community organization and the theories social scientists use in examining community change. Students will be introduced to the structural mechanisms that influence individuals within communities and patterns of interaction that exist between organizations within different community forms. The structural mechanisms to be examined range from local economic organization to national political structures. Community case studies are used extensively. (Prerequisites: SOC 150, Third-year status).

SOC 350 **3 credits**
Deviance
(University Campus only)

Using psychological and sociological perspectives, the course broadly examines behaviors that deviate from what is considered "normal" or typical. Deviant behaviors to be studied include mental illness, crime, suicide, and sexual deviance. Prerequisites: PSY 105, SOC 150, Third-year status or consent of instructor.

SOC 355 **3 credits**
Medical Sociology
(University Campus only)

An ecosystem model of health is introduced and used to explore social and cultural factors involved in health, disease, and health care in both developed and developing nations. Illustrative topics to which the model is applied include infant mortality rates in the Third World and among the poor in the U.S., traditional and scientific medicine, chronic diseases in the developed nations, health of minorities in the U.S., and comparisons of health care systems in various modern societies. Prerequisites: SOC 150, Third-year status or permission of the instructor.

SOC 450 **3 credits**
Social Theory
(University Campus only)

This course examines classical and contemporary social theories and their applications to current social problems. It also provides students with the opportunity to evaluate their own beliefs regarding human nature, society, and social change. In the first half of the course, students will study the theories of Karl Marx, Emile Durkheim, and Max Weber. A variety of contemporary social perspectives will then be examined including rational choice, exchange, feminist, and existential theories. The students will be expected to apply the theories to intervention strategies at the national, state/regional, and local levels. Prerequisites: SOC 150 (or equivalent), Third-year status, or permission of the instructor.

SOC 460 **3 credits**
Social Policy and Planning
(University Campus only)

This course will focus on how policy is developed within communities, states and nations. Students will have an opportunity through case studies to follow local and state bills as they move from idea to actual practice. The process by which social norms become legalized will be examined in relation to public consensus as to what problems need to be addressed within society. An historical perspective will be used to enable students to evaluate changes in values within a community, state or nation as it moves to address social issues. Special attention will be given to policy issues that deal with social welfare, housing, health and mental health. Prerequisites: SOC 150, Fourth-year status.

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 vari-

ous 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** **Recreation, Sports and Fitness in Society** *(University Campus only)*

This course provides an overview of the fields of recreation, 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 recreation, sports and fitness management in the future.

SFM 120 **3 credits** **Personal Health and Wellness** *(University Campus only)*

This course introduces lifetime personal development, health and wellness concepts and applications. Topics include cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted disease, substance abuse and exercise.

SFM 130 **3 credits** **Motor Development** *(University Campus only)*

The Motor Development course explores the continuous developmental process across the life span. Emphasis is placed on motor behavior and perceptual development beginning with growing children, progressing through adulthood and concluding in old age. Growth processes, maturation, experience and environment as they apply to the fitness enthusiast, elite athlete, sedentary person, or health limited participant are considered in terms of optimal physical development throughout the life cycle. Prerequisite: SFM 101.

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 stand-

point. 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 202 **3 credits**
Fundamentals of Fitness: Theory and Application
(University Campus only)

This course focuses on learning and applying fundamental exercise techniques for healthy individuals. The identification and analysis of chronic health conditions and adaptation of physical activity to the needs of special populations are explored, applied and demonstrated in class. Course work includes an experimental component of visitations to area fitness businesses, conducting and evaluating fitness classes and programming, and practicing leadership of safe and effective exercise for healthy individuals as well as those with chronic health conditions. Prerequisite: SFM 120.

SFM 205 A, B & C **3 credits total**
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. This course consist of three, sequentially scheduled 1 credit modules, each a prerequisite to the next. 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, nutri-

tional 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 of program promotion, project planning, market analysis, motivation, and advertences are explored. Operational procedures—policies, budget, personnel, equipment—are the focus of facilities management. Prerequisites: SFM 202, SFM 240, ACC 203, MGT 101, MKT 101.

SFM 354 **3 credits**

Cross Cultural Recreation, Sports and Fitness

(University Campus only)

This course involves the utilization of language skills, human resources, and leadership to explore how cultural values and practices influence recreation, sports and fitness behaviors. It includes an optional travel component. Prerequisites: SFM 101, SFM 240, MGT 101, or permission of instructor.

SFM 360 **3 credits**

The Older Adult and Wellness

(University Campus only)

This course consists of an overview of the concepts, principles, and practices related to planning and delivery of recreation and/or fitness programs for older adults between ages of 55-100+. Abilities ranges for a variety of older adults, from the competitive older athlete to frail elders in home or long term care setting, are studied. Students analyze and develop plans for older adult fitness and/or recreation with the programming appropriate to their physical, mental, financial and social needs. Prerequisites: SFM 101, SFM 202.

SFM 401 **3 credits**

Seminar in Sports and Fitness Management

(University Campus only)

This course examines special topics in the field of sports and fitness management. It is an upper-level course for the exploration and analysis of traditional and contemporary topics in the field. Topics and readings are determined based upon particular topics selected. Prerequisite: Permission of instructor.

SFM 495 A & B

6 credits total

Internship in Sports and Fitness Management

The internship affords the student a part-time or full-time experience in the practical environment of a sports or fitness organization.. The internship is developed in consultation with the faculty advisor and occurs during the student's fourth year. It is the student's responsibility to arrange the job placement with a sports or fitness organization, with their advisor's assistance. The student prepares a learning/work plan (models are available) for approval of the departmental advisor and on-site advisor. Evaluations are made by the on-site advisor and the internship advisor, both of whom will share oversight responsibility. Prerequisite: fourth year standing and permission of departmental chairperson.

GRADUATE PROGRAMS -- ADMINISTRATIVE SERVICES, POLICIES, and PROGRAM DESCRIPTIONS



Graduate Programs

General Administrative Services and Policies

Admissions

Admissions to Graduate Programs

For graduate admissions requirements and information please refer to the specific graduate program section of this catalog.

International Students

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

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

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

For further graduate admissions requirements and information please refer to the specific graduate program section of this catalog

Veterans

The University of New England is approved 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 become matriculated students. For further information concerning veterans admissions and benefits, please contact the University Registrar.

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

Directed/Independent Studies

The College provides the opportunity for directed/independent studies with prior arrangement with the Program/School 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 Program/School Director, the academic dean, and submitted to the Registrar's Office upon registration.

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. Please refer to the Student Enrollment Status section on page 24 to determine how the University applies credit hour enrollment to full-time, 3/4 time, or half-time status.

Financial Information

Graduate Tuition and Fee Rates

Master of Social Work	\$375/credit hour
Master of Science Nurse Anesthesia Certificate Program	\$425/credit hour
Master of Science in Education	\$285/credit hour
Master of Science Physician Assistant	\$235/credit hour
General Services Fee	\$18,050
Technology Fee	\$230
	\$75

General Services Fee

This mandatory fee is billed to graduate students enrolled in 7 or more credits and provides the following services (M.S.Ed. students consult handbook for rate):

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.

Health Insurance

Graduate students are required to enroll in UNE's Student Medical Insurance Plan unless proof of comparable insurance can be demonstrated (MSEd students exempt). The rates for the 1999-2000 year are published as follows:

	Annual	Spring	Summer
	<i>9/1/99-8/31/00</i>	<i>2/1/00-8/31/00</i>	<i>6/15/00-8/31/00</i>
Student	\$300	\$175	\$65
Spouse	\$750	\$435	\$160
Children	\$450	\$260	\$95
Spouse & Children	\$1,190	\$695	\$250

Please refer to the insurance brochure for additional information.

Laboratory Fees

Fees are charged to students who enroll in designated courses. The fee is listed in the official course schedule published at the time of registration.

Late Registration Fee

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

Parking Fee

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

Transcripts

A \$3 fee must accompany a written request for an official transcript. The Registrar will only release transcripts for students whose accounts are paid in full. For more information, see page 195.

Refund Schedules

Withdrawal from the University

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

MSNA/MSPA/MSW/GER

Based on a traditional semester length (14 - 16 weeks)

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

MSEd

(after deducting a processing fee of \$35)

Fall\Spring\Summer	Tuition Refunds
During first two weeks	80%
Up to four weeks	60%
Up to six weeks	40%
Over six weeks	No refund

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

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

Leave of Absence Tuition Credits

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

See page 196 for Withdrawal and Leave of Absence procedures.

Withdrawal Refund Policy

Please Note: Any matriculated graduate student who intends to withdraw from the University will be required to go through the withdrawal process. S/he must first contact their program director to complete the necessary process for notice of withdrawal. Verbal notice is not sufficient. For purposes of computing refunds, the date of withdrawal recorded by the appropriate academic dean, after receipt of withdrawal notice from the student (through the program director), shall be consid-

ered 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.

Refund - Other Fees

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

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.

Payment Options

Students may pay the college charges as they fall due each semester or in accordance with UNE's installment or deferred loan plans. They may also arrange to pay the total due by using a mixture of these payment arrangements.

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

The following payment options are based on a September to May academic year. If your course work does not begin and end between those dates, these payment options are not available.

Late Payment Charge

The balance due each semester will be considered overdue if not paid by the due 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 charges for a full year 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.

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

Application Deadline

Applicants are urged to apply by May 15. Applications made after the start of the program (June 1st)

must be accompanied by an initial payment sufficient to become current with the regular 10 month payment schedule. Applications for the 10 month plan will not be accepted after 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 students to structure payment for education over as little as one year or over longer terms dependent on individual needs or situations.

Brochures describing both the monthly and loan programs are available by calling the University Student Accounts or Financial Aid Offices at (207) 283-0171 (University Campus) or (207) 797-7261 (Westbrook College Campus), or by writing University of New England, Hills Beach Road, Biddeford, ME 04005.

Important Notes

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

Financial Aid

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

Each year the Financial Aid Office publishes four Financial Aid Handbooks (Undergraduate, Graduate, Distance Learning and the College of Osteopathic Medicine). These handbooks contain comprehensive details regarding the various financial aid programs available and the application procedures for students looking for aid. The following pages provide a brief overview of the programs and procedures. Students looking for more complete information should obtain a Financial Aid Handbook, available from the Financial Aid Office.

Financial Aid Application Process

Listed below are the standard Financial Aid application materials needed to be considered for most programs:

1. University of New England Financial Aid Application.
2. Free Application for Federal Student Aid (FAFSA)
3. Verification documentation, such as federal income tax returns, may be requested to support the student's application.

Deadlines

- * March 1st - Free Application for Federal Student Aid (FAFSA) should be sent to the federal processing center 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

Grant / Scholarship Programs

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

University Scholarship

- * This scholarship is awarded to full time Social Work students demonstrating high financial need.
- * Award amounts vary.
- * There is no payback or service obligation associated with this award.
- * Only students whose applications are complete by May 1st are considered.

Professional Nurse Traineeship

- * This federal grant is awarded to all first year matriculated Nurse Anesthesia students regardless of financial need.
- * There is no payback or service obligation associated with this award.
- * Funding depends upon the receipt of a federal grant each year; award amounts depend upon the amount of the total federal grant, divided evenly between all first-year matriculated Nurse Anesthesia students.

Nurse Anesthetist Traineeship

- * This federal grant is awarded to second year matriculated Nurse Anesthesia students with the UNE clinical affiliation, regardless of financial need.
- * There is no payback or service obligation associated with this award.
- * Funding depends upon receipt of a federal grant each year; award amounts depend upon the amount of the total federal grant, divided evenly between all second-year matriculated Nurse Anesthesia students with the UNE clinical affiliation.

Agnes M. Lindsay Trust

Northern New England Physician Assistant Sponsorship Program

- * Donor-sponsored competitive University scholarship for Physician Assistant students. Applicants must come from a rural (under 20,000) community of Maine, New Hampshire, or Vermont, have a strong commitment to primary care practice, and have intentions to return to a rural community of one of these states.
- * Applications are sent to all first-year Physician Assistant students in the fall semester. Applications must be submitted to the Financial Aid Office by December 1st. Recipients are then chosen to receive awards for the following spring term.

- * The maximum award for all students combined is \$10,000. No student will receive more than \$3,000

National Health Service Corps Scholarship (Physician Assistant students only)

- * These are competitive scholarships that pay full tuition and required fees for the academic year, a single payment toward other allowable expenses and a monthly stipend.
- * For each year of scholarship support (2 year service minimum), recipients owe 1 year of full-time professional practice at mainly rural sites in high-priority health professions shortage area of the U.S. at facilities approved by the Public Health Service.
- * Awards are not based on financial need.
- * for students who intend to train and practice in primary care specialties. These scholarship awards are targeted
- * Application packets are available from NHSC in late December / early January; the deadline to apply is the last Friday in March.
- * Awards are usually announced in July.

Employment Programs

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 "CAP." Students may earn less than the amount awarded, but they may not earn more than that amount. Because a student's specific earnings depend solely on the number of hours worked, federal work study awards cannot be deducted from a student's tuition bill. Work study earnings are subject to all federal and state income taxes and must be included with other earnings when filing a tax return.

Other Part-Time Employment Opportunities

The Financial Aid Office maintains information on other part-time employment opportunities both on- and off-campus. Some departments at UNE hire students

directly without regard to work study eligibility. The Financial Aid Office also maintains a bulletin board of off-campus job opportunities.

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

Loan Programs

Student loan programs are in the form of long term, low interest loans that require a student to begin repayment at least 6 months after they leave school, or drop below half-time enrollment (unless otherwise noted). Depending upon the total amount borrowed, students may have up to 10 years to repay the loan. Loans are available to eligible students enrolled at least half-time.

Federal Perkins Loan - Perkins loans are awarded through UNE to eligible students demonstrating high financial need. Loan amounts vary and eligibility is very limited. Repayment begins 6 or 9 months after a student leaves school or drops below half-time enrollment. The interest rate is fixed at 5%.

Federal Subsidized Stafford Loan - Eligible students enrolled in a graduate program may borrow up to \$4,250 per semester.

The interest rate for new borrowers is set every July 1st. The interest rate is variable with a cap of 8.25%. Interest does not begin to accrue until 6 months after the student leaves school or ceases to be enrolled at least half-time. Previous Stafford Loan borrowers (students who currently have an outstanding Stafford Loan balance) should contact their lender to obtain current interest rates.

Federal Unsubsidized Stafford Loan - Eligible students enrolled in a graduate program may borrow up to \$5,000 per semester. Students may qualify for this loan without regard to financial need. Interest rates are the same as the Federal Subsidized Stafford Loan program. Because the program is Unsubsidized, the borrower is required to pay the interest on the loan while enrolled in school. (Many lenders may offer borrowers the option of capitalizing their interest payments, thereby making no payments while in school and paying principal and accrued interest after leaving school or dropping below half-time.)

Additional Outside Sources of Assistance

The programs listed below allow students to explore additional financing options. These programs require a separate application and have separate eligibility requirements. More information and brochures are available on request from the Financial Aid Office at the University of New England.

Alternative Loan Programs available to all graduate students:

- * CitiAssist Loan - available from Citibank
- * GradAchiever Loan - available from Key Education Resources
- * National Education Alternative Loan - available from National Education
- * Total Higher Education (T.H.E.) Loan - available from PNC Bank

Allied Health Alternative Loan Programs available to Physician Assistant and Nurse Anesthesia students:

- * MedCap Allied Health Loan - available from Norwest Bank
- * MedFunds Alternative Loan - available from MedFunds

The University also offers a 10-month payment plan option.

Students with specific inquiries regarding financial aid should request a copy of the current Financial Aid Handbook or contact the financial aid office directly.

Student Affairs

Mission Statement

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

The Division of Student Affairs consists of a wide variety of student services on both campuses including: Athletics (Men and Women) and Recreation; Campus Center, Finley Center and respective fitness programs; Counseling and Career Center; Proctor Center; Housing and Residence Life, Office for Students with Disabilities; Safety and Security; Student Activities; and the Judicial System. In addition, Student Affairs serves as resource or liaison to other services including Religious Services information, Dining Services, and University Health Care.

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.

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. Various recreational activities and events are held in the gymnasium. Recreational activities include: basketball, volleyball, indoor tennis, floor hockey, whiffle ball and roller hockey. The gymnasium is also host to a number of community events, including; craft fairs, art fairs, Aids quilt display, and sporting events.

The 1,500 square foot fitness center includes free weights, a multi-station universal, treadmill, stair climbers, hip sled, various stationary cycles, rowing machines, Aire-dyne bikes, and various pieces of Cybex strength training equipment and stretching mats. Monthly fitness challenges are offered during the academic year. In addition to equipment, fitness assessments/prescriptions, and equipment orientations are available.

The 1,500 square foot multi-purpose room is the site for special classes: aerobics, self-defense, Tai-chi and yoga, CPR and First Aid. Classes are offered during academic year.

All activities and classes are open to all men and women, no matter what skill level or ability. Men's and women's locker rooms include shower and locker facilities. A valid ID is necessary to check out equipment and enter the facility.

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, informational sessions, developmental programming and consultation are designed to address the ongoing needs of UNE's population.

The counseling relationship is completely confidential within the legal and professional guidelines of the State of Maine and the American Counseling Association. No information shared with a counselor can be released to anyone without written consent. Homicide, suicide and child abuse are exceptions to confidentiality and will be reported to the appropriate persons.

The Peer Health Education Program is comprised of a volunteer group of students (Peer Health Educators) dedicated to increasing student awareness in personal and interpersonal health-related areas. These students make presentations to their peers and in the community regarding health-related topics. Students have spoken, written and facilitated discussions on topics such as: relationship violence, cultural diversity, eating disorders, safer sex, stress management, accessing services on

campus, and substance abuse. Training for Peer Health Educators is offered through the Counseling Center.

The UNE Healthline, X2905, has information on a variety of health-related topics (such as Suicide Prevention, Grief & Loss, Stress Management, etc.). This information can only be accessed through a touch tone phone, but anyone can receive it by stopping by the Counseling & Career Center, Decary 109.

The Counseling Center can be reached at the University Campus at ext. 2549, and at the Westbrook College Campus at ext. 4233. Please visit our web page at <http://www.une.edu/sl/counsel.html>

Career Services

Career Services Offices on both the University Campus and the Westbrook College Campus are designed to help students with career and life planning. Career advising and assessment are available for those who need assistance with identifying skills and interests, choosing majors, defining career goals, changing careers and developing job search strategies. The resource libraries contain information about careers, advanced degree programs, job seeking and potential employers, as well as access to CHOICES, a computerized career guidance system, and Internet resources.

Office for Students with Disabilities (OSD)

As part of its mission, the University of New England (UNE) seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Toward this end, and in conjunction with federal laws, the University both accepts and provides reasonable accommodations for students with disabilities. Both UNE and the student have responsibilities to ensure equal educational opportunities. While the University stands ready to provide reasonable accommodations, the student must make an effort to avail himself or herself of all services and modifications.

The Office for Students with Disabilities (OSD) at UNE exists to provide qualified students with disabilities equivalent access to, and equal opportunity in, the

educational environment. A major goal of the OSD is to assist the student to achieve maximum independence. The University will make a good faith effort to provide an effective accommodation to the student with a disability; however, it need not provide the most comprehensive or expensive accommodation requested by the student.

Applicants and students who would like more information about the OSD, including registration information, can read UNE's Student and Faculty Guide to Accommodating Students with Disabilities and are encouraged to contact the OSD.

The OSD location: University Campus, Decary 109 (ext. 2815). Westbrook College Campus, Proctor Hall 318 (ext. 4418).

Recreational Sports

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

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

The programs offers Intramural Sports which include Leagues and tournaments. Extramural Sports offer the opportunity for non-varsity athletes to compete against other recreation teams from other universities. Special events might include: Training and Fitness Challenge; Schick Super Hoops; 3 on 3 Basketball Tournament; and Sports Clinics.

Other activities and informal recreation include: Karate Classes, Canoeing; Sailing; Billiards; and Table Tennis. There are also Club Sports, sponsored by the Undergraduate Student Government and the Club Sport Council. Club sports include: Men's Volleyball; Dance Team; Ski Racing Team; Tennis; In-Line Hockey; Men's Baseball; Field Hockey; and Karate.

Intramural Advisory Board

Open to representatives from both campuses, this organization assists in the development, planning and promotion of the recreation activities and the intramural sports programs offered at UNE. All members of the University community are encouraged to participate.

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 Coordinator of Intramural/Recreational and Club Sports to offer an extensive club sport program.

Health Services

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

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

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

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

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

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

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

Immunizations

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

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.

Graduate Student Government (GSG)

The Graduate Student Government is comprised of representatives from each of the graduate programs (Nurse Anesthesia, Physician Assistant, Social Work, and Education). All students enrolled in a graduate program are automatically members of this organization. The GSG has multiple purposes and objectives:

1. To provide a forum for discussion of issues internal and external of concern to graduate students;
2. To represent the graduate student interests before the UNE faculty and administration;
3. To foster a broad sense of community among students in graduate programs;
4. To gather and disseminate information of interest to students in graduate programs;
5. To conduct activities that promote the general welfare of graduate students;
6. To represent the views of graduate students to the University Community and the community at large;
7. To provide support and assistance to graduate student organizations.

See the current Student Handbook for a list of graduate student clubs and organizations.

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, wellness and fitness programs, and concerts. In addition to activities, programs and series open to students on both campuses, each campus carries on its own unique traditions such as Charter Day and the annual Spring Variety Show.

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, highlight 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-Cambridge areas, many students, either on their own or on college-sponsored group trips, take advantage of the opportunity to attend concerts, plays, museums, and other activities.

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. Over 50 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 Literature. The Josephine S. Abplanalp '45 Library on the Westbrook College campus houses the Westbrook College History collection. The Maine Women Writers Collection is located in a special wing of the Josephine S. Abplanalp '45 Library. This collection consists of literary, cultural and social history sources representing more than 500 Maine women writers.

Information Technology Services

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

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

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

The UNE Computer Store, located in Decary Hall on the University Campus, offers computers and software to students and employees at a substantial educational discount.

UNE is committed to the goal of preparing its students for the computing and communications challenges of the new century. Future plans include connecting residence halls to the University network, augmented information-processing capabilities such as on-line registration, and expansion of multimedia capabilities.

Media Services Department

UNE's Media Services Department Staff, located on the University campus, advise and assist UNE faculty, students, and staff in the development and presentation of media projects. Media Services Staff teach photography and videography courses for undergraduate students, direct independent studies, and provide internships for local secondary school students. The Department supports both linear and digital editing systems. The University has two video conferencing units, one on each campus. Department facilities include: live studio production; video, audio, photo, and slide production; as well as layout and graphics.

Student Records and Transcripts

Student Records

Student academic (and 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), 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. Release of records is allowed only upon written student approval, with noted exceptions listed below.

Student Access and Annual Notification

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

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

The student should submit to the Office of the Registrar (at the University Campus) or the Student Administrative Services Center (at the Westbrook College Campus) a written request that identifies the records which they wish to inspect. The office will notify the student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University Registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.

- (3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

Directory Information and Disclosure

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

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the Office of the Registrar (University Campus), Student Administrative Services Center (Westbrook College Campus) or Student Affairs Offices at either campus. Requests

must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a “withhold” status.

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

Response Time and End-of-Term Processing

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

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

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

Transcripts

The following are the policies and regulations concerning transcripts:

1. Transcripts cost \$3.00 each.
2. No official transcript will be issued until all financial obligations have been met.
3. Transcripts are issued only at the written and signed request of the student. The purpose of this policy is to protect the privacy of the individual concerned and to minimize the possibility of the use of another’s transcripts by an imposter.
4. Official transcripts are normally issued directly to other educational institutions or prospective employers designated by the student. Official transcripts issued to the student for purposes of transport to another party can be provided in a sealed envelope but will be considered unofficial if opened by the student. Unsealed transcripts issued directly to students are considered unofficial and are stamped “Issued to Student.”

Graduate Programs

General Academic Regulations

Other academic regulations may apply within specific programs. See School/Program section for specific information.

Registration

All students will register on the specified days as stated in the University Calendar unless necessary adjustments are made to the calendar. Late registration requires permission of the University Registrar and payment of a late registration fee. On-campus students must confirm their registration (and attendance) at the beginning of each semester by picking up their final course schedule within identified time lines. Instructions regarding registration confirmation are mailed to each student. Students who do not confirm their registration within

the announced time limits are subject to a \$75 late confirmation fee.

Students who wish to change courses must first obtain an Add/Drop Form from the Registrar’s Office. Course changes are allowed during the first five days of class during fall/spring/summer semesters during a designated add/drop period only. Tuition may be adjusted dependent upon number of hours enrolled.

Repeat Course Policy

A student may repeat a course in order to improve his/her grade. However, only the second or last course will receive

credit on the student's transcripts, and only the second or last course will calculate into the cumulative GPA.

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 and grade points for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of an administrative "F" grade for the course. See individual graduate Program/School sections of this catalog for specific policy regarding incomplete course work.

Course Add/Drop or Withdrawal

Course changes (Add/Drops) are allowed during the first five days of classes; tuition may be adjusted dependent upon number of hours enrolled. After the first week of classes no refunds are made for course changes.

In normal length semesters, a matriculated student may withdraw from a course without academic penalty (a grade of "W" is assigned) at any time during the first two-thirds of the semester. If withdrawal occurs after that date, the grade of "WP" (withdrew passing) or "WF" (withdrew failing) will be entered, subject to determination by the instructor. The grade of "WF" is computed in the grade point average. Short-term programs or courses may be subject to specific policy regarding add/drop or withdrawal. Consult with the instructor and/or program director regarding such policy.

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 your respective Program/School 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 subject to readmission procedures. Policy on Leave of Absence Tuition Credit is found in respective Financial Information sections of this catalog. **Note:** It is the responsibility of the student to contact the office of the appropriate Academic Dean or Program/School Director (Graduate) or Registrar (Undergraduate) to indicate change of plans. See page 184 for refund schedule.

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from your respective Program/School Director, Student Affairs, Student 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 in your possession to the appropriate departments. The University reserves the right to withhold the issuance of refunds and transcripts until the process has been completed. Following withdrawal, any student wishing to re-enroll at the University of New England must apply through the Office of Admissions.

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), P (pass), F (failure), I (incomplete), W (withdrew without penalty). Both the School of Social Work and the Master of Science—Physician Assistant Program have pass/fail grading systems. Please refer to program sections for specific grading information. Grades given and their equivalents in quality points are:

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

Graduation Requirements

See School/Program section for graduation information.

Master of Science in Education

Department of Education - College of Arts & Sciences

Knapp, Robert J. Program Coordinator
Ph.D., University of St. Thomas, Rome, Italy

Barhhart, David
Ed.D., Teacher's College, Columbia University

Beaudoin, Michael F.
Ed.D., University of Massachusetts, Amherst

Brandt, John E.
M.S., St. Francis of Brooklyn

Cowgill, Joan L.
M.S.Ed., University of Maine

Diehl, Timothy
M.S., Florida Atlantic University

Ford, Charles W.
Ph.D., University of New York

Freeman, Joyce
M.S., University of Southern Maine

Hatch, Sherrilyn K.
Ed.D., Boston College

Koch, Larry
Ed.D., University of Maine

Medwid, Joanne
Ed.D., Boston University

McCann, Joyce
Ed.D., Boston University

Prince IV, Sanford
M.S., University of Southern Maine

Scudiere, Paul
Ed.D., State University of New York

Stirling, Lee
Ed.D., Teacher's College, Columbia University

Wood, Michael
Certificate of Advanced Graduate Study,
Boston University

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 accredited institution and applied toward the 33 credit hour M.S.Ed. curriculum. An official transcript, course description and syllabus must be submitted, accompanied by a statement explaining why the course is equivalent to the M.S.Ed. course for which a waiver is requested. The following courses cannot be satisfied through transfer credit: Collaborative Action Research (EDU- 560, 566, 572) and Integrating Seminar (EDU-558). Transfer credit requests and approvals can be made only after the applicant has been admitted as a degree candidate. No credit for experiential learning or other forms of advanced standing will be given, as we believe full participation in the M.S.Ed. curriculum is necessary to achieve the desired integration of theory and practice the program provides.

Past or present UNE individual video course registrants (High-Performing Teacher, Succeeding With Difficult Students and Motivating Today's Learner (grade B or better)) may apply to equivalent courses in the M.S.Ed. curriculum. Additional assignments and supplemental tuition of \$235 per course will be required.

Tuition & Fees

Application Fee (non-refundable)	\$40
General Services Fee (one-time, non-refundable)	\$55
Tuition per credit hour*	\$235
Materials Fee/per course	\$60

*Tuition is charged per course and is payable in full at the beginning of each semester along with the Course Textbook and Materials fee.

For more information regarding tuition and fees, please consult the M.S.Ed. Student Handbook.

Financial Aid

Several loan programs may be available to M.S.Ed. degree candidates who are enrolled on at least a half-time basis (i.e., 3 or more credits each semester). Information and assistance may be obtained by calling UNE's Financial Aid office at (207) 283-0171, ext. 2342.

Satisfactory Academic Progress

Students must maintain a minimum GPA of 3.0 ("B" or better). Failure to do so will result in Academic Probation and possible termination from the program. Students receiving a grade of "F" in any course will be immediately placed on Academic Probation. This student must register and pass the failed course (grade of C or better) before registering for any additional credits.

Each participant's cumulative academic record will be reviewed after 12 credits have been completed and/or before attendance at the Integrating Seminar held on-campus in the summer. If the quality of work completed at that point is inadequate and leads the Academic Review Committee to conclude that the participant is unlikely to satisfactorily complete the program, he or she will be counseled to terminate degree studies in this program.

Leave of Absence Procedures

See page 184 for tuition credit schedule; page 196 for leave of absence procedures.

Videotape Format

Videotaped presentations introduce students to nationally recognized experts in teacher education and well-known faculty from universities across the country. For several of the courses, the presenters on the videos are also the authors of the textbooks assigned for the course. Throughout the program, students have the opportunity to observe actual classroom lessons taught by master teachers, and hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Audio-visual materials are augmented by texts, assigned readings and a course study guide.

Each course contains approximately 15 instructional video segments. Contained throughout the videos are segments filmed in kindergarten through high school classrooms utilizing educators demonstrating the concepts presented. The video presentations are a key component of the content of each course. It is recommended that they be viewed, whenever possible, with your study partner or collegial study group. Videos and materials are produced for the University of New England by Canter Educational Productions, Inc., in consultation with UNE faculty.

Timeline for Program Completion

Students are able to complete this masters program at their convenience, but must follow the fixed sequence of courses. Courses must be completed within the semester when registration has occurred. Students may complete the program in five or six semesters (i.e. two years or less); students may “stop out” for one term if necessary, and take an additional term to complete the program. Students may also take a slightly reduced course load in any semester, if necessary, but this will require some additional study team arrangements.

Students may register for the Summer Integrating Seminar (EDU-558) after successfully completing six credits in the program.

Graduation

Graduates are encouraged to participate in the commencement ceremonies held in mid-May. They are notified of times and dates when close to completing requirements for the degree.

Graduation Requirements

All M.S.Ed. degree candidates must fulfill the following academic requirements:

- Participate in a half-day orientation session
- Pursue degree studies with a collegial study team
- Satisfactorily complete all required courses, readings, assignments and papers in a timely manner
- Participate in the one week summer Integrating Seminar on campus
- Complete and submit an Action Research Project and Portfolio
- Abide by all University regulations applicable to M.S.Ed. students
- Fulfill all financial obligations in a timely manner.

Curriculum

The M.S.Ed. degree program requires 33 semester hours of course work for completion. Since all of the courses are designed to build upon previously learned information and skills, courses must be taken in a sequential manner.

The curriculum also prepares students to conduct collaborative action research. Each course is designed to present 1) a thorough understanding of current research

in each content area presented; 2) practical strategies to apply the concepts presented in the classroom; and 3) evaluative skills necessary to critically analyze and implement concepts, to ensure maximum classroom success.

Course Titles and Sequence

- The High-Performing Teacher
- Effective Classroom Management
- Strategies for Self-Directed Learning
- Instructional Strategies Part 1 -Motivating Today’s Learner
- Instructional Strategies Part 2 -Learning Styles & Multiple Intelligences
- Integrating Seminar (offered summers only)
- Collaborative Action Research - Part 1
- Instructional Strategies Part 3 - Models of Effective Teaching
- Curriculum Design & Authentic Assessment
- Collaborative Action Research - Part 2
- Including the Special Needs Student in the Classroom
- Current Issues in Education
- Collaborative Action Research - Part 3

Course Descriptions

EDU 550 3 credits The High-Performing Teacher

This course sets the tone for the entire master’s degree program by examining significant issues and challenges facing educators today. Analyze traditional teacher belief systems and learn strategies to counteract burnout. Time management and problem-solving strategies are presented and demonstrated by teachers across grade levels.

EDU 551 3 credits Effective Classroom Management

Investigate the dynamics of the classroom unit and look at classroom management strategies in light of individual teaching environments. Behavior management and conflict resolution strategies are explored and developed. Examine the need for parental involvement and learn proactive strategies for working effectively with parents.

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 you in developing the skills and strategies needed to prepare today’s students for living and learning productively in a global society. Focus 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**

Investigate the research on underachievers and the role of teacher interaction in the success level achieved by students. Discover teaching and learning strategies that motivate all students to achieve at higher levels. Teachers at all grade levels demonstrate questioning, active learning, feedback and effective homework strategies to engage all students. Learn how gender equity issues relate to student motivation and learning.

EDU 556 **3 credits**
**Instructional Strategies, Part 2 -
Learning Styles and Multiple Intelligences**

Look into the many aspects of diversity in learners, including learning styles, cultural diversity and multiple intelligences. Focus is on diagnosis and prescription based on understanding a student's dominant style of learning. Adopt instructional strategies 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 will help you bring together the various elements of the curriculum of study while providing an opportunity to meet other learners in the program to share ideas and facilitate problem solving. Please note: This course cannot be taken until you have completed six (6) credits in the program.

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

This module introduces the process of Collaborative Action Research (CAR), a practical approach to research which is designed for the working educator. Learn 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 your 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**

Probe 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 offered for applying current research on teaching and learning.

EDU 564 **3 credits**
Curriculum Design and Authentic Assessment

Look at a range of approaches, including integration of the curriculum and the relationship of curriculum design to the real-world application of learning. Understand the relationship of assessment to curriculum and explore the principles and practices of various alternative models of assessment.

EDU 566 **1 credit**
Collaborative Action Research, Part 2

In this module, you will further refine your problem statement and design 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**

Focus on the needs of students with learning problems, attention disorders, behavior disorders, and students who are gifted and talented. Learn how to utilize specific accommodations in the classroom to meet special needs. Attention is also given to students with disabilities who are included in the regular classroom. Current laws and regulations regarding students with disabilities are explored.

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

Study 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, you will collect data, interpret the results, and develop an action plan designed to address the problem. You will complete the course by producing a final report of the CAR process.

Master of Science - Nurse Anesthesia

College of Health Professions

Spirito, Carl P. Program Director/Associate Professor
Ph.D., University of Connecticut; B.S., Central Connecticut State College.

Deisering, Leon F. Clinical Program Director/Associate Professor
M.S.N., Catholic University; CRNA, William Beaumont Army Medical Center.

Bauer, Lucy Assistant Clinical Program Director/Assistant Professor
M.S.N.A., University of New England; CRNA, Mercy Hospital School of Anesthesia.

Norton, James M. Professor
Ph.D., Dartmouth College; B.M.S., Dartmouth Medical School.

Winterson, Barbara J. Associate Professor
Ph.D., B.S., University of Maryland.

Johnson, David W. Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University; M.S., University of Massachusetts; B.S., University of Vermont.

Roux, Ella Clinical Assistant Professor
M.S.N.A., University of New England; CRNA, St. Mary's Regional Medical Center School of Anesthesia.

Begin, Norm Clinical Assistant Professor
M.S.N.A., University of New England; CRNA, Mercy Hospital School of Anesthesia.

Overview

The University has been involved in Nurse Anesthesia education since 1984, serving initially as an academic affiliate for hospital-based certificate CRNA programs. In 1987, we initiated the present program leading to a Master of Science - Nurse Anesthesia, and are now serving not only our own students, but also as the academic center for hospital-based Schools of Nurse Anesthesia. Under either arrangement, both the MS degree and the Certificate of Clinical Anesthesia Education can be earned simultaneously.

Mission Statement

A primary mission of the University of New England is to educate and train health and human services professionals. In this context, the purpose of the Nurse

Anesthesia Program is to offer education and experience of the highest quality to a select group of graduate-level registered nurses in order to satisfy the growing societal need for competent anesthetists. Our educational mission is to prepare graduates for the life-long study and practice of anesthesia.

The School strives to provide the highest possible level of scientific knowledge to each individual student through formal and informal guidance, professional, didactic and clinical instruction. In addition, the School is dedicated to providing every possible opportunity to the student so that they are able to develop to their fullest potential as a professional and as a person. The School strives to accept the highest quality individuals, prepare them in the field of nurse anesthesia and enable them to become competent Certified Registered Nurse Anesthetists.

CRNA

As one of the first nursing groups to specialize beyond general nursing, Certified Registered Nurse Anesthetists (CRNA) represent a long standing commitment to high standards in a demanding field. They provide one-on-one care to their patients before, during, and after the operation by delivering quality anesthesia services for surgical and obstetrical procedures combined with a personal concern for the health and welfare of the individual.

An estimated 20 million anesthetics are given in the United States each year, and CRNAs administer more than half of them in a variety of procedures, including obstetric, pediatric, neurosurgical and cardiovascular. Once a student has completed his/her educational work, they are eligible to take a National Certification Examination. The examination is administered in testing centers located throughout the country. Successful completion allows graduates to become a Certified Registered Nurse Anesthetist (CRNA). Nurse anesthesia is the only anesthesia care profession which has traditionally advocated specialty certification as a requirement for practice.

CRNAs may practice in a number of settings in addition to the operating room. They may work in psychiatric wards, emergency rooms, or intensive care areas. Nurse Anesthetists may also be employed by dentists, dental specialists, podiatrists, plastic surgeons, and by the increasing common ambulatory surgical centers, health maintenance organizations (HMOs), preferred provider organizations (PPOs), and other alternative care facilities.

In urban areas, CRNAs constitute approximately half of the professionals qualified to administer anesthesia: in rural settings, this percentage increases. Currently, 47% of all CRNAs are employed by hospitals, and 38% by physicians, while 12% contract their services independently, all working in a variety of practice settings. Still others serve in the U.S. Military and Veterans Administration system. CRNAs are legally licensed as registered nurses in all 50 states and certified nationally in the specialty of anesthesia.

The rewards of being a nurse anesthetist are many. There is the opportunity to get involved in research that advances the science of anesthesia, the chance to broaden clinical knowledge, and the potential to teach

others about anesthesia. CRNAs also receive a great deal of satisfaction with the knowledge that they have made a direct hands-on contribution to their patients' well-being. Finally, the nurse anesthetist practices in one of the highest paid nursing specialties.

AANA

The American Association of Nurse Anesthetists (AANA) was founded in 1931. Today, AANA represents more than 25,000 CRNAs nationwide and is one of the nation's most dynamic health care professional organizations. In addition to offering educational workshops at its many conventions and regional meetings, AANA represents the interests of CRNAs in Congress. A bill was signed into law in 1986 making nurse anesthetists the first nursing specialty to be accorded direct reimbursement rights under Medicare's prospective payment system. AANA's effectiveness as an organization is evident in the fact that more than 96% of nurse anesthetists in America today belong to the AANA.

Nurse Anesthesia MS Program

Under the integrated MS-Nurse Anesthesia Program, the University awards the Master of Science-Nurse Anesthesia Degree to students who satisfactorily complete a 50 credit schedule of classes offered over a 27 month period.

Our integrated curriculum incorporates both classroom and clinical components. The on-campus didactic portion consists of graduate courses taught by the UNE Graduate Science Faculty and by clinical faculty from our affiliated hospitals. This segment is offered primarily during three full-time quarters (Summer, Fall, Spring); a total of 9 months of study. After the completion of this phase, the students move on to the 18 month hospital-based clinical portion of the curriculum. In addition to clinical anesthesia training, this phase also includes continuing lecture, seminar, and independent research courses taught by University and hospital faculty. Successful completion of the program qualifies the student to take the National Certifying Examination.

Hospital-Collaboration Program

In addition to our own integrated MS-Nurse Anesthesia Program, the University also serves as the aca-

demical center for two 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 schools provide the clinical training leading to the Certificate of Clinical Anesthesia Education, which they award independently. Applications for these programs are available from individual hospitals, including:

St. Joseph Hospital - School of Anesthesia for Nurses
200 High Service Rd., North Providence, RI 02904

Harlem Hospital Center - School of Anesthesia
506 Lenox Avenue, New York, NY 10037

Accreditation

The School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting body recognized by the Council on Post-secondary Accreditation and the U.S. Department of Education. The Council on Accreditation of Nurse Anesthesia Educational Programs granted full, six-year accreditation to the University of New England's MS-Nurse Anesthesia Program in October 1996.

Continuing Education

Many of our regular courses are available individually to practicing CRNAs on a continuing education basis, and other special programs are planned. The School of Nurse Anesthesia expects to become a lifelong academic center for all CRNAs in the Northeast.

Admissions Information

For the MS-Nurse Anesthesia Program, applications may be obtained from the Admissions Office. For the Hospital-Collaboration MS Program, applications must be obtained from an individual hospital-based school, and students are then admitted simultaneously to UNE and a specific Hospital Program. The application deadline is January 1. Basic admission requirements for all programs are:

- A Bachelors of Science in Nursing or other appropriate field,
- A current Registered Nurse License,
- A minimum GPA of 3.0 in science and professional courses,

- Results of a recent GRE Exam,
- A minimum of one year of acute care nursing work experience before application,
- Successful completion of an undergraduate organic chemistry course during the last five years.
- A recent undergraduate statistics course is suggested,
- Current Advanced Cardiac Life Support (ACLS) Certification,
- For the MS-Completion Program, CRNA certification is also required.

Orientation

A full day of orientation activities is held on the first scheduled day of each new class. This includes registration, financial aid conferences, tours, introductions, etc.

Transfer Students

The School of Nurse Anesthesia does not accept transfer students from other programs.

Advanced Standing

Graduates of an accredited Nurse Anesthesia Certificate Program who enroll in the MS-Completion Program may be awarded Advanced Standing in the School of Nurse Anesthesia, after review by the Admissions Committee.

Tuition and Fees

Current tuition and fee schedule is included in each application packet forwarded to all prospective students. If it is not, please call the School to request one (207-283-0171 X 2493).

Financial Aid

See page 186 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.

Withdrawal from University

See page 196 for procedures; page 184 for refund schedule.

Leave of Absence

See page 196 for leave of absence procedures; page 184 for tuition credit schedule.

Malpractice Insurance

A group insurance policy is purchased and provided by the University.

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 10 months (3 quarters) of the program. The majority of the basic science didactic courses are offered during this period. The remaining 18 months of the program are hospital-based, with an emphasis on advanced course work, clinical training, and research.

All students in the combined program are required to complete the entire curriculum with passing grades, and also to complete an assigned research or teaching project and written report.

Curriculum: MS-Nurse Anesthesia Program

First Year - Classes on campus (9 months)

Term 1 - Summer (June - August)		Hours	Credits	Description
ANE-502	Physiology I	45	3	Basic Principles
ANE-507	Chemistry/Physics	45	3	Chemistry/Physics for Anes.
ANE-608	Integrating Seminar I	15	1	Integrating/Transition to student life
Total		105	7	
Term 2 - Fall (September - December)				
ANE-605	Physiology II	60	4	Cardiology, Respiratory, Renal
ANE-504	Pharmacology I	45	3	Principles
ANE-601	Professional Aspects I	30	2	Professional Aspects of Nur Anesthesia
ANE-505	Anatomy Review	15	1	Review of Anatomy
ANE-622	Principles of Instruction	15	1	Teaching Principles
ANE-621	Health Management	30	2	Health Management Issues
Total		195	13	
Term 3 - Spring (January - April)				
ANE-603	Physiology III	45	3	Endocrine, Neuroscience
ANE-606	Pharmacology II	45	3	Systems, Anesthetics
ANE-602	Anes. Principles I	45	3	Principles of Anesthesia
ANE-609	Research Seminar	15	1	Reviewing Research Articles
ANE-508	Research Methods	45	3	Design, Methods, Analysis
Total		195	13	

Second Year: Clinical Rotations Begin for 18 months

Term 1 - Summer/Fall (May - December)				
ANE-623	Anes. Principles II	45	3	Principles of Anesthesia
ANE-613	Research Practicum I	45	3	Research Project
Total		90	6	
Term 2 - Spring (January - June)				
ANE-624	Anes. Principles III	45	3	Principles of Anesthesia
ANE-626	Professional Aspects II	30	2	Professional Aspects of NA
Total		75	5	

Third Year

Term 1 - Summer/Fall (July - September)				
ANE-625	Anes. Principles IV	60	4	Principles of Anesthesia
ANE-620	Clinical Review	30	2	Clinical Didactic Review
Total		90	6	
Program Totals		750	50	

Masters Completion Program - Course Locations and Schedules

On Campus

Another important purpose of our program is to provide a path for currently practicing Baccalaureate-Level CRNAs to complete their academic MS Degree. We do this by offering a course of study to practicing professionals. This allows current CRNAs to complete an MS Degree, on either a full-time or part-time schedule. Each student under this program is advised on an individual program of study, matched to their background and goals.

Distance-Learning

Courses are also delivered via a distance-learning program which includes directed study and a research component under the supervision of UNE faculty. This will be offered in a combination of on-campus lectures and meetings, and independent study courses for individuals and small groups working on research or teaching projects. In order to support this alternative program, we offer several optional modes of communication, between and among both students and faculty:

1. Local in-person access to clinical faculty advisor/instructor,
2. Microcomputer-based Internet access to all students and faculty,
3. Periodic Saturday on-campus meetings for classes and advising.

Curriculum: MS-Completion Program for Practicing CRNAs

Transfer Credits: (awarded for previous CRNA Program and work experience)

Number	Course/Title	Credits	Hours	Description
ANE-507	Chemistry/Physics	3	45	Chem/Phys for Anesthesia
ANE-602	Anes.Principles I	3	45	Principles of Anesthesia
ANE-623	Anes. Principles II	3	45	Principles of Anesthesia
ANE-624	Anes. Principles III	3	45	Principles of Anesthesia
ANE-625	Anes. Principles IV	4	60	Principles of Anesthesia
ANE-620	Clinical Review	2	30	Clinical Didactic Review
ANE-608-609	Seminars I & II	2	30	
Total Transfer Credits:		20	300	

Required Courses: (to be completed at UNE for degree credit)

Basic Sciences:

ANE-502	Physiology I	3	45	Basic Principles
ANE-605	Physiology II	4	60	Cardiology, Respiratory, Renal
ANE-603	Physiology III	3	45	Endocrine, Neuroscience
ANE-504	Pharmacology I	3	45	Principles
ANE-606	Pharmacology II	3	45	Systems, Anesthetics
ANE-601	Professional Aspects I	3	45	Professional Aspects of NA
ANE-626	Professional Aspects II	2	30	Professional Aspects of NA
ANE-508	Teaching/Research Methods	3	45	Design, Methods, Analysis Curr/Instr
ANE-613	Research Practicum I	3	45	Research/Teaching Project
ANE-621	Health Management	2	30	Health Assessment
ANE-505	Anatomy Review	1	15	Review of Anatomy
Total Required Credits:		30	450	
Program Total Credits:		50		

Course Descriptions

All courses in the 500 series are open for continuing education credit without specific prerequisites. Courses in the 600 series require consent of the director for continuing education credit.

ANE 502 3 credits Physiology I

Basic principles of human physiology with emphasis on membrane, cellular, and tissue mechanisms common to many organ systems.

ANE 504 3 credits Pharmacology I

Basic principles of pharmacology, covering mechanisms of drug uptake, action, and removal from the body. Pharmacology as it relates to the Respiratory, Cardiovascular, and Renal Systems, including relationships to anesthesia.

ANE-505 1 credit Anatomy Review

A general review of gross anatomy with particular emphasis on the spinal cord, peripheral nerve plexus, and other areas of importance to nurse anesthesia.

ANE 507 3 credits Chemistry/Physics

A study of the laws of chemistry and physics relating to anesthesia. Emphasis is placed on the gas laws, vaporization, pressures and flow, and chemical properties of anesthetic agents and drugs.

ANE 508 3 credits Research Methods

Orientation to philosophy and methods of descriptive and experimental research. Formation of hypotheses, design of experiments, consideration of human subjects, basic statistics.

ANE 601 2 credits Professional Aspects of Anesthesia I

A presentation of topics related to the practice of anesthesia, including stress, practice, current issues, substance abuse, insurance, and professional organizations.

ANE 602 3 credits Principles of Anesthesia I

An overview of anesthesia, with emphasis on pre- and post-operative assessment, charting, and laboratory analysis. Principles and operation of anesthesia machines, ventilators, and other equipment, monitoring, airway management, blood transfusion therapy, positioning and fluid electrolytes

ANE 603 3 credits Physiology III

Comprehensive study of the anatomy, physiology, and pathophysiology of the nervous, muscle and endocrine systems.

ANE 605 4 credits Physiology II

Comprehensive study of human physiology and pathophysiology with emphasis on the Respiratory, Cardiovascular, and Renal Systems.

ANE 606 3 credits Pharmacology II

Pharmacology as it relates to the nervous, muscle, and endocrine systems, including general, local, and spinal anesthetic agents, muscle relaxants, and related drugs.

Master of Science - Physician Assistant

College of Health Professions

Toney, Carl M. Program Director/Assistant Clinical Professor
P.A., Duke University - Allied Health Certificate - Physician Assistant Program; B.A., Georgia State University - Political Science.

Hart, Elizabeth Medical Director/Assistant Clinical Professor
M.D., Dartmouth Medical School; B.A., Harvard-Radcliffe College; Maine-Dartmouth Family Practice Residency-Board Certified - Family Practice.

Marlin, Karen A. Assistant Director/Academic Coordinator/Assistant Clinical Professor
PA-C, Yale University School of Medicine - Physician Associate Program; B.S., University of New Haven Connecticut - Public Administration; Certified - National Commission on Certification of Physician Assistants.

Schrock, Teri Clinical Medicine Coordinator/Assistant Professor
RPA-C, P.A., Albany-Hudson Valley Physician Assistant Program; B.A., University of Vermont.

Overview

The Master of Science - Physician Assistant Program (MSPA) has been planned to effectively utilize faculty expertise from the University's three colleges. Some faculty hold joint appointments with responsibility for teaching medical and physician assistant students as well as other health profession matriculants. Similarly, Physician Assistant candidates will receive clinical supervision as part of an integrated team of health providers. It is our expectation that these collaborative strategies toward teaching and learning will ultimately result in high quality, cost-effective health care delivery, particularly in medically under served regions of New England.

Upon successful completion of the Physician Assistant Program, the University of New England awards the Master of Science degree. The program operates on a twenty-four month full-time calendar, beginning in late June of each year with a new incoming class.

Mission Statement of the Master of Science - Physician Assistant Program

The mission of the University of New England Physician Assistant Program is to prepare masters level primary care Physician Assistants who practice with

physicians and other members of health care teams with special emphasis in rural and under served communities. The University of New England is committed to developing practitioners who are skilled in primary medical care, prevention and public health practice based on individual and community needs, particularly in Northern New England.

The Physician Assistant Professional

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. Physician Assistants are qualified by graduation from an accredited Physician Assistant educational program and/or certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, Physician Assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services.

Accreditation

The University of New England's Master of Science - Physician Assistant Program has been designed according to the Essentials and Guidelines for an Accred-

ited Educational Program for the Physician Assistant. Programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Committee on Education for the Physician Assistant (ARC-PA). In October 1998, the University of New England's Masters Physician Assistant Program received full and continuing accreditation from CAAHEP.

Admission Requirements/Criteria

- At least 90 undergraduate credits from an accredited institution(s);
- At least eight (8) credit hours in biology courses with labs, equivalent to two (2) semester courses, OR six (6) credit hours of advanced biology;
- At least eight (8) credit hours of general chemistry, equivalent to two (2) semester courses consisting of lecture and laboratory; and (3) credit hours of biochemistry, equivalent to one (1) semester consisting of lecture and laboratory, taken within five (5) years from the time of matriculation.
- Completion of six (6) credits in English, including at least three (3) credits in English composition;
- Completion of six (6) credits in Psychology/Sociology or related behavioral sciences;
- Courses in statistics, physics, anatomy, physiology, and computer science are highly recommended;
- A minimum cumulative GPA of 2.75 in natural science courses and an overall minimum GPA of 2.50;
- Completion of the Graduate Record Examination (GRE) with a minimum of 400 on each portion.
- Paid or volunteer experience in a health/human services setting with direct patient/client contact will be viewed as highly desirable.

Note: Before matriculation, accepted applicants will need to obtain a physical exam with proof of up to date immunization status and a current Health Provider CPR course (adult & child), to be presented upon registration.

Admissions Policies & Procedures

- Applications for admissions are accepted beginning in July of each year. All admission decisions are completed in the early spring prior to the June start date.
- On-campus interviews are granted to qualified applicants upon invitation by the Admissions Committee, and are required for admission to the program.
- All admission policies and procedures are subject to continuous review by the Admissions Committee and may be changed without notice.

- Deadline for submission of a completed application with all supporting documents is DECEMBER 15th of each year prior to the start of June classes.

A Completed Application Consists of the Following:

1. Completed MSPA application form including a personal statement which:
 - a) expresses the applicant's perception of the role of the physician assistant and how the PA relates to other members of the health care team;
 - b) indicates the applicant's reasons for pursuing a graduate physician assistant degree at the University of New England and;
 - c) summarizes how the applicant's anticipated contributions as a PA relate to the UNE Physician Assistant Program's mission statement.

Applicants whose formal academic or work/volunteer experiences may not be fully representative of their qualifications for enrollment are encouraged to address these issues in their personal statement and to ask their reference writers to do the same.
2. A completed academic self report form.
3. Official transcripts of all undergraduate and graduate study. These transcripts must be mailed directly to you from the issuing institution with the name of the registrar on the seal of the envelope.
4. Three letters of recommendation. Your request for a letter of recommendation should include a stamped, self-addressed envelope. Instruct those recommending you to write their name across the seal of the envelope.
5. A non-refundable application fee of \$40.
6. Copy of your GRE scores. When you receive the results from the College Board, make a copy of the form and include it with your application package.

Application materials may be obtained from:

**Graduate Admissions
University of New England
Hills Beach Road, Biddeford, ME 04005-9599.**

Information sessions are held on the campus periodically. Please call: 1-800-477-4UNE or 207-283-0171 ext. 2475 for further information.

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 Review Committee 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 1999-2000 is \$18,050. Tuition for subsequent years may vary. General services fee is \$230. Other expenses include books, housing, student fees and laboratory fees.

Because of the heavy course load, we recommend that students not work while enrolled in the program. The Program runs twenty-four (24) months consecutively including summers. Applicants are encouraged to review their financial resources carefully and anticipate them realistically.

Financial Aid

Students enrolled in the MSPA Program at the University of New England may seek financial assistance through a variety of sources such as Federal Subsidized and Unsubsidized Stafford Loans, as well as outside funding through alternative loan programs such as AHELP, MELA, TERI, EXCEL and others.

Scholarships available include The Agnes Lindsay Trust Scholarship Endowment Fund, Community Scholarship Fund, DownEast Association of Physician Assistants Scholarship, and the Physician Assistant Foundation Scholarship.

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/failing grading system.

If a student is required to repeat a course, the new grade shall be entered a second time on the transcript. The original recording of the course will not be removed from the transcript. All courses shall be listed chronologically by trimester, summer, and/or academic year during which they are completed.

Withdrawal from College

See page 196 for procedures; page 184 for refund schedule.

Leave of Absence

See page 196 for leave of absence policy; page 184 for tuition credit schedule.

Student Malpractice Insurance

A group insurance policy is purchased and provided by the University of New England to insure its medical students and staff in the amount of \$1,000,000/\$3,000,000.

Graduation

To qualify for graduation from the Physician Assistant Program students must:

1. Have successfully completed ALL prescribed program requirements as outlined in course syllabi, Clinical Rotation and Preceptorship Handbook, and the Student Manual.
2. Have been recommended by the faculty for graduation.
3. Have no outstanding financial obligations to the College.
4. Follow all procedures and meet all requirements of the College as defined in the UNE Student Handbook.

Curriculum

Phase I of the Program of Study consists of 54 credit hours in pre-clinical didactic course work. The fall, winter and spring terms include instruction in the fields of microbiology, clinical medicine, pharmacology, emergency medicine, anatomy, physiology, and research methodology. Twelve months of clinical rotations will take place upon completion of the didactic phase. The program is completed with a final week on campus, consisting of two (2) credit hours, which provides a forum for the presentation of students' research project to peers and faculty; offers assistance in preparing the graduating students for certification; and gives Physician Assistant candidates an opportunity to integrate the didactic and clinical portions of their training.

Course/Program Area	Credits
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Summer I

June - August (10 weeks)

PAC 500 - Anatomy	4
PAC 502 - Physiology	3
PAC 503 - Physical Assessment I	2
PAC 505 - Professional Seminar I	1
PAC 506 - Integrating Seminar I	1
PAC 509 - Integrated Clinical Medicine I	1

Semester total = 12

Fall

September - December (15 weeks)

PAC 511 - Community Medicine	2
PAC 513 - Physical Assessment II	2
PAC 515 - Professional Seminar II	2
PAC 516 - Integrating Seminar II	1
PAC 517 - Microbiology	4
PAC 518 - Pharmacology I	2
PAC 519 - Integrated Clinical Medicine II	7

Semester total = 20

Spring

January - May (20 weeks)

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	8
PAC 601 - Emergency Medicine	4
PAC 602 - Surgery	4
PAC 603 - Pediatrics	4
PAC 604 - OB/GYN	4
PAC 605 - Geriatrics	4
PAC 606 - Family Medicine	8
PAC 607 - Psychiatry/Substance Abuse	4
PAC 608 - Electives	8
PAC 609 - End of Rotation Seminar	2
PAC 624 - Research Methods II	1
PAC 620 - Preparation for Certification	1

Semester Total = 52

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 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

This seminar provides an on-going forum throughout the entire curriculum for students to process their cumulative learning experiences to develop a reflective approach to the application of their learning, and to synthesize newly acquired knowledge and skills into a meaningful whole as they proceed to the next level of knowing and competence.

PAC 509 **1 credit**

Integrated Clinical Medicine I

Examines the diseases of the Dermatologic and Ophthalmologic systems. Emphasis is placed on correct diagnosis and treatment.

PAC 511 **2 credits**

Community Medicine

Health promotion and disease prevention. Fundamentals of health education. Lecture and public health practicum on communicable diseases such as STDs and HIV. Nutritional needs, counseling and care in both health and illness.

PAC 513 **2 credits**

Physical Assessment II

Problem oriented physical examinations utilizing special techniques and synthesis of data gathered for the history, physical exam, and laboratory results. Pre-clinical practicum provides an introduction to patient contact in selected clinical settings. Under supervision students perform histories and physicals on patients and complete written and oral reports. A surrogate patient program provides students with the opportunity to practice male/female exams.

PAC 515 **2 credit**

Professional Seminar II

Legal issues. Provides understanding of the law as it relates to Physician Assistant's actions. Responsibilities, liabilities. Health care system. Psychosocial issues. Cultural issues.

PAC 517 **4 credits**

Microbiology/Infectious Disease

Lectures and lab sessions are used to explore the roles of bacteria, viruses and other infectious disease causing micro-organism. Clinical Infectious Disease is discussed with an emphasis on pathogenicity and therapy.

PAC 518 **2 credits**

Pharmacology I

Examines the study of medical pharmacological agents. Focuses on drug classification, action, toxicity and therapeutic use. Prescriptions, management, dose response, contraindications and side effects are discussed.

PAC 519 **7 credits**

Integrated Clinical Medicine II

Study of diseases of the Cardiovascular, Pulmonary, Neurologic Systems and Infectious Diseases. Integration of the clinical sciences with signs and symptoms of common diseases. Topics include pathophysiology, natural history of disease, diagnostic procedures and therapeutic measures.

PAC 520 **2 credits**

Behavioral Medicine

Study of psychologic growth and development. Psychologic disorders are explored along with behavioral issues in chronic disease, such as hypertension and diabetes. Dynamics of psychosomatic problems and drug abuse are studied. Stress management techniques are learned.

PAC 530 **1 credit**
Epidemiology

Basic concepts of descriptive, analytic, and experimental epidemiology are studied. Emphasis on communicable diseases, public health concerns, and prevention strategies.

PAC 537 **4 credits**
Emergency Medicine and Surgery

Covers principals of life support techniques. Initial management of trauma and acute conditions and procedures. Surgical conditions, pre- and post-operative management.

PAC 533 **2 credits**
Physical Assessment III

Continuation of problem focused physical examinations. Pre-clinical comprehensive and focused physical examinations are performed. Technical skills such as suturing and performing bladder catheterization are learned. Students undertake an ACLS training program.

PAC 534 **2 credits**
Research Methods

Interpretation and analysis of medical literature. Literature search, computer research skills, scientific writing, statistical analysis and correlation. Approved research project initiated.

PAC 538 **2 credits**
Pharmacology II

Continued study of medical pharmacological agents. Covers drug classification, action, toxicity and therapeutic use, prescriptions. Emphasis on management, dose response, contraindications and adverse reactions.

PAC 539 **8 credits**
Integrated Clinical Medicine III

Emphasis on primary care and treatment of common illnesses. Includes integrated study of Endocrinology, Pediatrics, Geriatrics, Obstetrics/Gynecology, Gastroenterology and Renal Systems, Hematology/Oncology. Incorporates problem based diagnosis, management and therapeutics.

Clinical Year **52 credits**

Year II consists of 12 months of clinical training. This provides students with hands-on learning in a variety of rural and community clinics, teaching hospitals, and private practices under supervision of a medical preceptor and in teams with Physician Assistants and other health professionals. At least one rotation or preceptorship must be in a rural area.

Required Rotations

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. Associate 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. Assistant Professor
Ph.D., SUNY at Buffalo; M.S.W., University of Iowa; B.S., Iowa State University.

Gray, Elizabeth A. Clinical Assistant Professor
M.S.W., University of Connecticut; B.A., Salve Regina College.

Graybeal, Clay T. Associate Professor
Ph.D., Rutgers University; M.S.W., Fordham University; B.A., Ohio University.

Laurie, Theresa A. Assistant Professor
Ph.D., M.L.S.P., M.S.S., Bryn Mawr College; A.B., Bowdoin College.

Moore, Vernon L. Associate Professor
Ed.D., Vanderbilt University; M.S.W., University of Louisville; B.A., University of Oklahoma.

Prichard, David C. Associate Professor
Ph.D., Virginia Commonwealth University; M.A., University of Maine; B.A., University of Maine.

Rose, Stephen M. Professor
Ph.D., Brandeis University; M.S.S.A. (M.S.W.), Case Western Reserve University; B.A., Brandeis University.

Rubinstein, Phyl Clinical Assistant Professor
M.S.W., University of Georgia; B.A., University of Montana.

Overview

The School of Social Work prepares people for advanced professional practice and is accredited to offer the Master of Social Work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective

human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and

evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's Mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

The MSW degree offers graduates the opportunity to play active roles in health and mental health, alcohol and substance abuse, poverty and public welfare, women's and children's services, domestic violence, homelessness, and other emerging areas of service delivery. The program prepares graduates to work with individuals, families, groups, organizations, and communities in an array of settings and with diverse populations. The values and commitments embedded in the School's Mission Statement permeate our work in every area.

Mission Statement

The School of Social Work at the University of New England affirms a commitment to the values of human dignity, individual and cultural diversity, individual and collective self-determination, and social justice. We seek to 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. 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 also 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.

This commitment leads to preparing our graduates as advanced social work practitioners firmly based in these values as the principles guiding their work. Students are provided 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 influ-

ence social, economic and political systems to develop the human rights, resources and opportunities to achieve social justice.

Goals of the MSW Program

1. To prepare students for entry into advanced social work practice - to carry out professional roles and responsibilities consistent with social work ethics and the values embodied in the School's Mission.
2. To prepare students to understand the interactive and multiple historical and contextual factors that shape and define the social work profession, social policies and programs, and their impact with different client systems.
3. To prepare students to understand structural, cultural and interpersonal oppression occurring in people's lives and its impact on individuals, families and communities.
4. To provide students with the knowledge and skills to identify and build upon the strengths of client systems at multiple levels.
5. To provide students with the knowledge and skills necessary to produce effective interventions with people from diverse backgrounds, experiencing different types of problems, across different settings.
6. To help students develop and implement professional practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
7. To help students build the knowledge and skills necessary to influence social, economic and political systems to provide adequate and appropriate resources that honor diversity, and to achieve social justice.
8. To help students use critical self-reflection, research and continuing knowledge building to enhance professional practice.
9. To prepare students to work in unserved and under served areas within our Region.

These Goals are carefully specified as learning objectives and permeate our curriculum. Through their presence in courses, field work internships, and internal School governance we try to bring our Mission Statement to life.

Accreditation

The School of Social Work at the University of New England is accredited by the Council on Social Work Education to offer the Master's degree in Social Work.

Full-time and Part-time Options

Students may undertake their graduate education in the School of Social Work on a full-time or part-time basis. Full-time students can complete the program in four semesters (two academic years or extended years, with 1-2 summer sessions) while part-time students have up to four academic years to successfully complete their studies. The School also offers a number of classes during the May-June summer session to permit students opportunities for distributing their requirements more evenly over the calendar year. In addition, the School of Social Work may offer Advanced Standing status to qualified graduates of accredited BSW programs (See Advanced Standing).

All students are required to complete sixty (60) credit hours of graduate study divided between classroom and field work education. Field placements, or internships, consist of four semesters of supervised practice in approved social work settings; each semester includes 300 hours of practice experience.

Each semester, the School offers two of its graduate foundation courses to non-matriculating students. If non-matriculating students in our courses are later accepted into the School, these courses are transferred and the requirements for them waived (assuming passing grades). Applications for non-matriculated classes are due by August.

Admissions Information

The admissions process is intended to identify and select the most highly qualified applicants to the School of Social Work. An Admissions Committee oversees admissions policies and the selection process. A complete admissions application contains the following materials:

1. a transcript indicating completion of an undergraduate degree from an accredited college or university;
2. indication that the applicant has taken a distribution of liberal arts courses and a course in Human Biology;
3. three letters of reference;
4. a personal statement which expresses the applicant's reasons for pursuing a graduate social work degree at this point in his or her life; assesses the applicant's prior formal and informal learning and social work-related experiences; and discusses the applicant's perception of the School's Mission Statement and its applicability to professional social work.

Evidence of relevant employment, volunteer, and/or client experiences in service systems or social programs and different learning experiences beyond formal education are considered in the admissions evaluation process. All complete applications are reviewed by faculty in the School of Social Work. No academic credit can be awarded for life or work experience.

Applicants whose formal academic or work/volunteer experiences are felt to be misrepresentations of their qualifications for admission are encouraged to address these issues in their personal statement and to ask their reference writers to do the same. For this reason, no specific GPA or standardized test score is required.

Application Deadlines

All applicants are urged to apply to the graduate School of Social Work by December 1st. The application deadline is January 15 of each year. Applications are considered for entry into the program in the fall semester only.

Application Procedures

Application materials may be obtained from the School of Social Work, University of New England, Hills Beach Road, Biddeford, Maine, 04005-9599 or by calling 1-207-283-0171 - X2563 or the Admissions Office at X2212). TDY 1-207-382-0167.

It is the applicant's responsibility to complete the application files which must include all of the following items:

1. School of Social Work application form,
2. Personal Statement,
3. Official Transcripts of all undergraduate and graduate study. These transcripts must be mailed directly from the issuing institution to the Admissions Office. Student copies are not acceptable.
4. Three letters of reference. (Note: pursuant to the Family Educational Rights and Privacy Acts of 1974, applicants should notify referents, including therapists, that no material can be held confidential).
5. Application fee.

When all materials are received, the applicant is notified that the application file is complete. If notification is not received from the School within a reasonable time, the applicant should assume that his or her application is not complete and follow-up accordingly.

Applicants from outside the United States should submit their applications together with a financial affidavit and TOEFL scores (if their primary language is not English) at an early date because additional time is required to process these applications.

If a student is admitted to the School of Social Work prior to the completion of his or her bachelor's degree, the admission is contingent upon the School's receipt of evidence of graduation and the supplemental transcript of any undergraduate or graduate work in progress at the time of acceptance.

Orientation

The School of Social Work has an annual orientation day for all incoming students. The day combines greetings with discussion about entering the profession of social work. There is a presentation that may include 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 accred-

ited 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. they 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. that they had 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;"
4. that the applicant has demonstrated experience in the field that would merit advanced standing.

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.

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. See page 186 for specific information.

Withdrawal from College

See page 196 for procedures; page 184 for refund schedule.

Readmission

A student who has officially withdrawn can reapply through the Office of Admissions, with the approval of the Director of the School of Social Work. Special consideration for students, in good standing, who leave the School will be given if their application for readmission is received within two years of their departure from the MSW program. Applications for readmission received more than two years from withdrawal will be considered as new applications.

Returning Students

Students in good standing who leave the School of Social Work prior to completion of the requirements for the MSW degree are given special consideration for readmission. Credit is not given, however, for graduate work completed more than five years prior to the student's readmission.

Malpractice Insurance

The University provides a mandatory malpractice insurance for those students enrolled in Field Placement in the Social Work program at a cost of \$20 per year.

Incomplete Policy

When a student has reason to believe she/he may be unable to complete the work for a given course by the end of the term, she/he may apply for an extension by discussing this with the instructor and filling out a Request for Incomplete Form (available in the SSW office). At the time of this meeting, a plan will be agreed upon for completion of the course work, including a date of completion, not to exceed four weeks following the end date of the course. This form must be completed by the last day of class for the given course. Students may not enroll for the second semester of a two-semester sequence while the first semester work remains incomplete. Any student who does not follow the above guidelines will receive an "F" for the course. In exceptional circumstances (death in family, significant illness, accident), an additional extension may be requested. Any such request must be reviewed and co-signed by the Director of the program.

Graduation

Upon successful completion of sixty (60) credit hours of graduate study divided between classroom and field work education, students are awarded the Master of Social Work Degree from the University of New England. Students with Advanced Standing must successfully complete a minimum of thirty (30) credit hours of course and field work to qualify for graduation.

Curriculum

The curriculum is designed to provide an integrated foundation or knowledge base and advanced skills for social work practice within a concentration.

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 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 in Clinical Social Work and Integrated Social Work, 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 rest upon an expected grounding in liberal arts.

Two advanced year concentrations have been developed:

1. Clinical Social Work Practice
2. Integrated Social Work Practice

The Clinical Social Work Practice concentration prepares students with knowledge and skills for advanced practice primarily focused with individuals, families, and groups in multiple settings. Integrated Social Work Practice provides students with knowledge and skills in an array of advanced practice roles including provision of direct services to individuals and families, case management, supervision, program development and evaluation. Integrated Practice is appropriate for students interested in the application of advanced skills in interventions across various system levels. Both concentrations hope to prepare graduates for professional leadership positions within their communities.

Certain advanced level courses are taken by all students, regardless of the concentration selected. The School of Social Work believes that students in both concentrations are enriched by having a better understanding of the other's theories, methods, and practice issues. Required "Bridging" courses between the concentrations make the School of Social Work curriculum unique and dynamic. Social Work With Groups and Evaluation of Practice represent this type of course. Students' learning is enriched by dialogue reflecting different practice emphases emanating from common professional values. Electives further enrich the foundation and required advanced year curriculum.

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 pro-

grams, or for other reasons can request this in writing; letter grade equivalents will be provided.

Course Descriptions

A. Required Courses - Foundation Year

SSW 501-502 **3 credits each** **Human Behavior and the Social Environment I & II**

Social work must create a critical understanding of the "person-in-environment" relationship as a theory for practice. This two semester course concentrates attention on human dignity, individual and cultural diversity, and people's strengths and resilience. Narrative voices of oppressed people are presented along with multiple theories of human development, identity formation, family and community life. Self-In-Relation as a theory of human development is contrasted with normative theories. Critical examination is presented of gender roles, family-based sexual identity, and social context as these factors influence social work assumptions, discourse, and practice.

SSW 503 **3 credits**

Introduction to Social Work Research

Social workers must be active learners, able to both produce and consume knowledge related to our professional roles and to clients' welfare. This course takes students through various concepts of knowledge and knowing - of inquiry and its structures and guidelines. Students are introduced to basic computer operations, learning fundamental methods for organizing and analyzing data. Students then move on to study basic research design and methodology. This course is a prerequisite to SSW 570 - Evaluation of Practice.

SSW 505-506 **3 credits each** **Social Welfare Policy & Programs I & II**

The historical development of social policy, social programs, and the social work profession in the United States is examined from a critical perspective. The development and implementation of social programs and their interaction with social movements and the profession's role in each are explored. The impact of social policy and programs in relation to devalued and oppressed groups is examined.

SSW 510-511 **3 credits each** **Social Work Practice I & II**

Introduces students to the values, ethics, and fundamental practice of the social work profession. Skill development across multiple system levels, or generalist practice, develops through readings, role plays, and active discussion. Focus is given to direct service with individuals, couples and families, and to work with organizations and communities. A "Strengths Perspective" permeates skill development along with commitment to the principle of client empowerment. Various phases of the helping process are developed and criti-

cally assessed. Theories of practice undergird skill development at every level.

SSW 520 & 522 **3.5 credits each**
Practicum I & II

Field work concentrates skill development in agency or other professionally appropriate social work settings supervised by experienced, social work professionals.

SSW 521 & 523 **1 credit each**
Integrating Seminars I & II

Integrating Seminars bring students together in small groups with a faculty member at the School to explore issues from the field and the integration of classroom material with field learning. Social work values and ethics, engaging clients in positive relationships, dealing with agency structures and demands, and being able to make optimal use of supervision are discussed.

B. Required Courses - Concentration Year:

Clinical Social Work Practice Concentration:

SSW 550-551 **3 credits each**
Clinical Social Work Practice I & II

The clinical social work practice concentration course focuses on the theoretical underpinnings, models and methods of assessing and intervening in a range of individual, couple, and family problem situations. The courses emphasize clients' strengths, resources and creativity as bases for building professional relationships. Family-centered social work, self-in-relation and other feminist perspectives, solution-oriented social work, social constructivism and clinical case management are among the models studied. In the second semester, trauma theory and practice are the focus of attention. Each practice model is examined in relation to its understanding of and respect for human dignity and diversity, self-determination, and social justice. Reflective practice, emphasizing the student's integration of values, concepts and skills into a method of clinical social work, characterizes the two courses.

Integrated Practice Concentration:

SSW 560 **3 credits**
Integrated Social Work Practice I

The Integrated Social Work Practice concentration course provides an introduction to the conceptual framework, knowledge and skills of an integrated approach to practice. Major content includes theoretical foundations for integrating practice, solution-based family and individual models, crisis intervention in brief and case management practice, and feminist practice. Client empowerment and collaborative relationship building, with diverse client groups, system levels, and across problem areas and settings are paramount.

SSW 562 **3 credits**
Integrated Social Work Practice II

The second semester Integrated Social Work Practice course emphasizes the interconnectedness of client needs to organizational needs, staff needs, and community needs in an integrated approach. The intersystemic, multi-level nature of social problems is emphasized along with programmatic and organizational change skills.

C. Both Concentrations:

SSW 570 **3 credits**
Evaluation of Practice I

This course presents evaluation theory and methodological designs across many client system levels to prepare students for the evaluation of practice at both the clinical and program levels. All stages in the research process are explored and students are expected to design research projects related to their field practicum. Students conduct evaluative research and use the class as a design-discussion seminar to design their own evaluation models, processes, outcomes, and presentation formats. Prerequisite: SSW 503

SSW 571 **3 credits**
Social Work Practice With Groups

This course is designed to provide an in-depth knowledge of group theory and practice in a variety of settings and for a range of clinical and administrative purposes.

SSW 580 & 582 **3.5 credits each**
Practicum III & IV

Provides students with a variety of social agency or program settings for field internships under the supervision of skilled practitioners. The focus of practice is the development of advanced skills in work with individuals, couples or families, groups, organizations or communities.

SSW 581 & 583 **1 credit each**
Integrating Seminars

These Integrating Seminars model peer support and supervision, and collaborative problem solving skills in discussing field work issues presented by students.

Electives

Electives are constructed to support the concentrations. Students from both concentrations can select any electives offered. A selection of electives currently being taught includes:

SSW 585 **Substance Abuse**

SSW 588 **Social Work Practice with Women/
Feminist Practice Seminar**

SSW 590	Social Work Practice with Children & Adolescents
SSW 596	Social Work Practice with Sexual Minorities
SSW 597	Advanced Psychosocial Assessment
SSW 698	Social Work Practice with the Elderly
SSW 601	Independent Study
SSW 604	Comparative Clinical Theories
SSW 605	Advanced Organizational & Community Assessment
SSW 608	Grant Writing
SSW 610	Social Work Practice in the Political Arena
SSW 611	Domestic Violence: Working with Battered Women
SSW 612	Field of Practice Courses: School Social Work; Mental Health; Health
SSW 613	Advanced Trauma Based Seminar
SSW 618	Homelessness and Social Work Practice
SSW 621	DSM IV
SSW 622	Child Welfare Policy and Practice
SSW 624	Legal and Ethical Issues in Social Work

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.

School Leadership Certification Program

Department of Education - College of Arts and Sciences

A Post-graduate Program for Experienced Educators

Gnecco, Donald (Program Director) 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.

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.

Bachelor, Dorathy Lecturer; Director of Clinical and Field Experiences
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.

The University of New England's School Leadership Certification Program (SLP) was developed specifically for experienced educators possessing Maine State certification (as a teacher, educational specialist and/or administrator), who already have a master's degree, and who show promise as leaders in schools or school districts. The program is operated jointly by the University's Department of Education (College of Arts and Sciences) and the Office of Continuing Education. Inquiries should be directed to the Office of Continuing Education, Westbrook College Campus, Portland (207/797-7261). The SLP provides courses and seminars to assist educators to meet Maine certification requirements as principals, assistant principals, special education administrators, assistant superintendents of schools, and superintendents of schools.

Faculty in the SLP are drawn from the ranks of administrators in the region who are chosen for their expertise, commitment to the profession, and experience as school leaders.

Requirements for Admission

- 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 a role in school leadership. (Copies of transcripts may be submitted initially until official copies can be obtained.)

- A completed transcript analysis from the Maine Department of Education. A key component of application to the SLP is a copy of this analysis from Maine's Department of Education. The transcript analysis defines clearly which courses and/or competency areas are needed for administrative certification for which a student would apply. To obtain a transcript analysis, write or call :

Certification Office
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Telephone: (207) 287-5944

- A minimum cumulative grade point average of 3.0 in master's degree program.

Admission Categories

Unconditional Admission is offered to those who satisfy the eligibility requirements listed above.

Provisional Admission may be offered to those who have submitted all transcripts, two of three letters of recommendation, and have met grade point requirements for admission. Specific conditions will be listed in the admissions letter. Provisional admission is valid for one semester and may not be renewed.

Conditional Admission is sometimes offered to those who have less than a 3.0 overall cumulative grade point

average in previous graduate work. It is rarely offered 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 order to acquire skills and competencies essential to responsibilities of a school administrator.

Courses taken prior to enrollment in the SLP must be accepted by the program advisor. No courses will be accepted from other institutions after acceptance into the program without prior written approval of the advisor or program director. The initial program of studies is based on all these considerations and is determined in consultation with the advisor or program director after admission to the program.

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 at least one graduate-level seminar in administration prior to the practicum.

Schedule of Courses and Seminars

The School Leadership Certification Program has been designed for experienced educators who show promise as school administrators.

Because courses and seminars are designed to be delivered in a flexible, evening and/or weekend format, the offering and scheduling of these courses may not necessarily adhere to the traditional Fall/Spring semester model. Not all courses and seminars will be offered each semester. In addition to any pre-published schedule, courses and seminars will be scheduled when a cluster of students has been identified with a specific need. *The University reserves the right to cancel courses or seminars in which there is insufficient enrollment.* However, the Office of Continuing Education and the Department of Education are committed to helping matriculated students complete their respective programs of studies.

Practicum Placement

Placement in a practicum is not guaranteed. The University's Department of Education will make good faith efforts to negotiate placement in a setting where the candidate will have the opportunity to integrate previous learning and experiences with current knowledge and career goals. Individuals seeking certification as principals or assistant principals must work with a principal who has a minimum of two (2) years of administrative experience as a building-level principal. Candidates for the assistant superintendent's or superintendent's certificate must complete a practicum with a superintendent of schools who has a minimum of two (2) years as a superintendent. Likewise, individuals who are seeking certification as Administrators of Special Education must complete their practicum with a Director of Special Education who has a minimum of two (2) years in that capacity.

Candidates must complete a written application for the practicum, which must be approved by the program director prior to beginning the practicum experience. Individuals may suggest administrative mentors who are willing to sponsor them for the practicum experience, subject to the approval of the program director or the student's advisor.

Courses/Seminars - School Administration

EDU 502 **3 credits** **School Law**

This course acquaints school administrators, teachers, and school committee members with laws directly affecting public education in Maine as well as the United States. Students will examine the history, development, structure and function of the legal aspects of the American School System. The body of law to be studied is primarily concerned with case studies which draw their solutions from federal and state constitutions and statutes, with particular reference to Maine. Attention will be given to such topics as the legal status of the school committee, contracted rights and obligations of the teacher, issues of diversity and cultural differences, discriminatory and non-discriminatory hiring practices, civil or tort liabilities, school attendance laws and the suspension and expulsion of students.

EDU 509 **3 credits** **School Finance**

This course will provide participants with the historical background and development of the present Maine School Finance Act. A detailed examination of the intent and underlying concepts and relationship of the Act will be provided. The process by which state subsidy is computed, allocated, and distributed to local school systems will be examined. Local budget and expenditure practices will be reviewed in relation to the School Finance Act. Emphasis will be on helping participants to develop a clear, conceptual understanding of the process by which state aid is provided to Maine school systems. This course is appropriate for school administrators, school board members, and other educational personnel.

EDU 533 **3 credits** **Curriculum Development**

A comprehensive, practical course designed for teachers and school administrators who wish to be knowledgeable, creative, and effective curriculum planners. Participants will examine various model of curriculum design and will develop a plan for curriculum change or innovation in their schools or school district. Special emphasis will be on the Maine Learning Results and their relationship to student learning and curriculum outcomes.

EDU 540 **3 credits** **Evaluation and Supervision of School Personnel**

This course provides an overview of supervisory practices in public schools, with particular emphasis on the evaluation and supervision of instructional personnel. Drawing upon the literature and research in effective schools, effective teaching, teacher and adult development, and supervisory practice, participants will develop skills in evaluation of school personnel.

EDU 584 **3 credits** **Special Education Law and Regulations**

Laws and regulations related to special education (IDEA) and Section 504 will be discussed in the context of develop-

ing and administering programs for students with disabilities. Case studies will be presented as a means of helping participants to applying these regulations in school settings.

EDU 585 **2 credits** **Seminar in Administration: Educational Leadership**

Participants in this seminar will explore the role of school leaders within the context of a school, department, or school district. Readings, participation in a study group and shadowing a practicing school administrator are expectations.

EDU 586 **2 credits** **Seminar in Administration: Organizational Theory and Planning**

This seminar will provide participants with the opportunity to examine the fundamentals of school administration within the context of the school or school district. In addition to readings, discussion, and participation in a study group, students will complete an organizational plan in cooperation with an administrative mentor.

EDU 587 **2 or 3 credits** **Seminar in Administration: Staff Development**

Individuals enrolled in this seminar will examine the fundamentals of effective staff development and improvement as related to school leadership. Participation in a study group and an independent staff development project are expectations.

EDU 588 **2 credits** **Seminar in Administration: Effective Instruction**

Participants enrolled in this seminar will examine current strategies in instruction and various models of teaching. Through readings, discussion, and the development of an individual instructional improvement project, students will be able to articulate appropriate teaching and learning approaches to parents, colleagues, and the community. Participants will work in a study group, which will meet regularly.

EDU 589 **2 credits** **Seminar in Administration: School and Community Relations**

Participants learn the dynamics of community support in public education as a means of enhancing learning for students. Through a school-community survey, readings, and discussion, participants will develop a community relations strategy for their school or school district.

EDU 590 **3 credits** **Practicum in School Administration**

A fifteen-week supervised practicum in which participants complete a needs assessment and work with an administrative mentor (superintendent, principal, special education director). Participants also participate in a study group, which meets periodically throughout the practicum experience.

Certificate Programs in

Addictions 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 Office of Admissions, University of New England, Westbrook College Campus, 716 Stevens Avenue, Portland, Maine 04103; (207) 797-7261 X4354. Admission is on a rolling basis. July 25th is the deadline for fall (September) enrollment. The spring semester (January) application deadline is December 15th. The summer session (May) application deadline is April 15th. See specific program for admissions requirements.

Transfer of Credit

Applicants can request a transfer of credit applied to required courses. Transfer of credit only occurs for graduate courses taken at an accredited institution, under the following conditions:

1. The request for transfer of credit must be initiated at the time of application to the Certificate Programs. In no event will a request for transfer of credit be considered when made by students already admitted to the Certificate Programs.

2. The transferred credit must have been earned at the appropriate level at an accredited university or college within five years preceding the request for transfer;
3. The transferred credit must be accepted by Certificate Program faculty in order to waive a specific course in the Certificate Program curricula. A maximum of six (6) credit hours can be transferred toward required courses in any certificate program.
4. All transferred credits must carry a minimum grade of B. Grades earned at other institutions are not included in the computation of a grade point average (GPA) at the University of New England.
5. Procedure: Applicants wishing to apply for transfer of credit must provide the Certificate Program Director or designate with a written petition for the transfer, along with the following documents: an official transcript showing that the course(s) were taken; a copy of the university or college bulletin in which the course is described; a course syllabus; and, if applicable, clinical practicum evaluations.

Credit for Prior Learning

Applicants who wish to complete any of the curricula in the Certificate Programs by submitting a personal portfolio may do so by contacting the Registrar's Office (University Campus) or the Student Administrative Services Center (Westbrook College Campus). It is imperative that the experience relate directly to the course work in the program. This option must be approved by the Director of the Certificate Programs or designate and the Dean of the College of Health Professions. There is a \$50 processing fee for each portfolio assessment.

No more than six (6) credit hours for such learning will be granted, and will not be considered to be in addition to, but instead of, the maximum of six (6) credit hours for transfer credit. Under no circumstances will requests for credit for experiential learning be considered for students already enrolled in the Certificate Programs; such requests must be made during the application process.

Tuition and Fees

Tuition (per credit hour)	\$285
Application fee	\$ 40

Grading

Course grades are determined by the student's performance in that course and expressed on a graded scale. Other details of the grading process, as well as general rules and regulations are detailed in the UNE Student Handbook.

Drop Course(s)

If you wish to drop a course you may do so by contacting the Student Administrative Services (SAS) Center **in writing**, on the Westbrook College 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.

Academic Withdrawal from a Course - Addictions Certificate Program (ACP)

You may withdraw from a course up until 4:00 p.m. on the Wednesday prior to the third weekend of that

course (2/3 of the course). When you withdraw from a course, you will receive a grade of "W" and there will be no refund of your tuition. To officially withdraw from the course, you must notify the SAS Center (Westbrook College campus) in writing. It is not the responsibility of the Program Director or the instructor to do this for you. For more information see page 196.

Academic Withdrawal from a Course - Gerontology Certificate Program (GCP)

See page 196 for information on course withdrawal.

Leave of Absence

If you are enrolled in the ACP program and elect to extend the course work throughout the entire academic year, a Leave of Absence is not necessary.

See page 196 for leave of absence procedures; page 184 for tuition/credit schedule (GCP only).

Withdrawal from the Certificate Programs (matriculated students only)

See page 196 for withdrawal procedures; page 184 for refund schedule (GCP only). See Drop Course section above for refund policy for Addictions Certificate Program.

Addictions Certificate Program

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.

Mary Maescher, M.S.W.
 Dave Johnson, Ph.D.
 Dave Mokler, Ph.D.
 Joyce Thompson, M.Ed.
 Nancy Abel, M.S.W., L.C.S.W., A.C.S.W.
 Victoria Zavasnik, Ph.D.

Overview

The University of New England's post-baccalaureate Addictions Certificate Program (ACP) is offered in two tracks. The tracks are designed for individuals who wish to attain an academic credential in the area of addictions or addictions counseling. Courses are designed for practicing professionals seeking to maintain currency in their fields and to receive continuing education credit.

Through an articulation agreement between Antioch New England Graduate School and the University of New England, students completing Tracks I & II may transfer their ACP credits to one of two masters programs at Antioch - the Master of Education in Substance Abuse/Addictions or the Master of Arts in Counseling Psychology.

Track I Addictions Certificate

The first track is 9 credits and leads to a Certificate of Completion in Addictions. It is aimed at professionals in the medical, legal, mental health, human services, and education professions, and is designed to expose students to a broad foundation of theory, research, and practice methodologies in addictions. It provides students with a foundation for understanding the policies, services, and general professional issues in the addictions field.

Track II Addictions Counseling Certificate

The second track, an extension of the Addictions certificate, is an additional 9 credits and leads to the Certificate of Graduate Study in Addictions Counseling. It builds on the foundation developed in Track I and incorporates a clinical component into the curriculum. Track II is aimed at current health care professionals seeking to expand their clinical practice as well as individuals seeking to develop careers focused in the 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 material they have been taught and to critically reflect on their practice.

The Track II curriculum, plus an additional two credit independent study, also meets academic requirements for licensure as Alcohol and Drug Counselors (LADC) in the State of Maine. Students completing the 18 credits in Addictions Counseling also meet 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

Track I & Track II

Since the Addictions Counseling Certificate is offered at the post-baccalaureate level, the program requires its applicants to hold a bachelors degree from an accredited institution. Pre-baccalaureate candidates with relevant life experience may be considered for admission. The admissions process is intended to identify and select the most highly qualified applicants for the Program. An interview may be requested. A complete admissions application contains the following materials:

1. Transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and,
2. two letters of reference for non-baccalaureate candidates only; and,
3. a personal statement which expresses how the applicant's interest in addictions developed. Points of discussion may include illustrations from educational, professional, and/or personal experiences; personal strengths and limitations in relation to the applicant's development; and the applicant's expectations of self and of the University in creating a positive, effective learning environment.

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. Individuals may be admitted into the Program in September and January.

Program Completion

The curriculum is designed so that either certificate may be completed in six months. Track I students must successfully complete the nine (9) credit hour curricu-

lum to receive the Certificate of Completion. Track II students must successfully complete the eighteen (18) credit hour curriculum to receive the Certificate of Graduate Study. Previous course work will be evaluated on an individual basis to determine if credit might be given (see Transfer of Credit and Credit for Prior Learning on page 226).

Students enrolled in Track II will require two additional credits in order to meet State of Maine licensing requirements for the LADC. They may elect one of the following options:

- 1) independent study,
- 2) life experience portfolio,
- 3) previous course work, or
- 4) internship.

Course Schedule

Each course is held on three consecutive weekday evenings and Saturdays during the fall and spring semesters. The entire curriculum is offered twice during the academic year.

Financial Aid

The University of New England has received authorization from the U.S. Department of Education to offer federal financial aid to students enrolled in the Addictions Certificate Programs. Students enrolled in ACP may also look at alternative loan programs for funding assistance, such as TERI and MELA Loans. See page 186 for specific loan information.

Course Descriptions

ACP 510 **3 credits**
Introduction to Addictions

History of drug use in the U.S., trends in treatment of drug abuse, models of addiction, basic addiction approaches, and sociocultural perspectives on addiction are presented. Current addictions policies and services are critiqued.

ACP 520 **3 credits**
Drugs and Behavior

This course examines psychopharmacology, neurophysiology, and psychoactive drug classification. The biochemical, physiological, and psychological aspects of psychopharmacological agents used in the treatment of psychiatric disorders, are presented. The parts of the brain affected by alcohol, marijuana, opiates, cocaine, and other street drugs is discussed.

ACP 530 **3 credits**

Addictions:

Impact, Intervention, Treatment, & Recovery

The sociocultural impact of drug abuse in the U.S. is examined. Interventions and levels of treatment, environmental influences of substance abuse, and gender differences in treatment and recovery are discussed. Expectations for addictions recovery are explored.

ACP 540 **3 credits**

Individual Counseling

The relationship between assessment and intervention with individuals is explored. Assessment, motivational interviewing, and treatment planning are discussed within the context of a continuum of treatment approaches. Therapeutic techniques for changing addictive behavior are examined, as well as relapse prevention models and strategies.

ACP 550 **3 credits**

Group Counseling and Family Dynamics

Group treatment for addictions with a focus on group facilitation skills, techniques, and process. Addiction and family dynamics are examined, with an emphasis on family systems theory and treatment models. Various theories are presented as models for understanding the process clients experience in group and family treatment.

ACP 560 **3 credits**

Counseling Ethics and the 12 Core Functions

The development of a professional ethical attitude and identity are discussed. Licensure, legal responsibilities and liabilities is presented. Students are prepared to organize their knowledge for licensing exams, with a focus on the LADC oral examination and expectations.

ACP 570 **2 credits**

Independent Study (optional)

Gerontology Certificate Program

Faculty

Deborah Podolin, Ph.D.
Marilyn Gugliucci, M.S.
Amy Kurtz, Esq.

In addition, specific courses are taught by other University faculty and medical and legal professionals in the community with expertise in gerontology.

Overview

The University of New England's post-baccalaureate Gerontology Certificate Program (GCP) is designed for individuals who wish to attain an academic credential in the area of gerontology. Successful completion of the 18 hour GCP will result in a Certificate of Graduate Study (CGS). Courses are designed for practicing professionals seeking to maintain currency in their fields, and for non-professionals wanting to explore the field of gerontology and the issues of aging.

The curriculum is consistent with the guidelines presented by the Association of Gerontology Higher Education (AGHE). The program integrates knowledge and skills from multiple health related disciplines. Courses are designed to assist students in critically analyzing the field of gerontology and aging through the disciplines of biology, sociology, psychology, and the study of health law, social policy, health promotion, disease prevention, and spirituality.

The Program is based on two underlying assumptions: healthy aging is achievable and people are experts of their own lives. The GCP Program is a partnership of students, faculty, and older adults sharing knowledge and experiences about aging and the aging process from multiple perspectives. The program approaches the field of gerontology through reflection, critical analysis, research, and applied learning. This approach allows all participants to develop new knowledge about the aging process. This knowledge can be used effectively for self and others.

The focus of the Gerontology Certificate Program's (GCP) is service. Students who complete the program have the ability to apply their knowledge in the design, implementation, provision, and evaluation of services for older people.

Senior Consultants

Unique to this program is the development and utilization of a team of "senior" consultants who assist with course content and curriculum development. A group of older people meet on a regular basis to share their wisdom and experience about aging and help incorporate this information into the curriculum. The goal is to ensure that this Certificate Program accurately addresses the older adult's experiences and views, and expands students' learning beyond "book" knowledge into the world of older adults.

Program Objectives/Outcomes

1. To prepare students to practice in the field of gerontology - to carry out professional roles and responsibilities consistent with the values and ethics of specific professions as they relate to work with the elderly.
2. To provide students with an overview of historical and theoretical perspectives of aging, including a critical analysis of popular theories on aging and their application to practice with the aging population.
3. To help students develop an understanding of health and public policy as it relates to aging, including legislative processes, insurance, financial concerns, protective services, and legal issues affecting the elderly.
4. To prepare students to understand the psychological, social, cultural, and spiritual dimensions from the elder perspective.
5. To provide students with knowledge of the physiological and biological development of people as they age, social and emotional processes, and a critique of normative aging as it relates to the elderly.
6. To help students develop and implement professional gerontology practice relationships based upon empowerment and connection in order to enhance social functioning and social change consistent with the values of human dignity, individual and cultural diversity, self-determination, and social justice.
7. To help students use critical self-reflection and research to enhance professional gerontology-based practice.

Admissions Requirements

The Gerontology Certificate Program is offered at the post-baccalaureate level and awards the Certificate of Graduate Study upon successful completion of the 18 credit hour curriculum. Students are required to hold a bachelor's degree from an accredited institution. Candidates with exceptional life experience may be considered for admission.

The admissions process is intended to identify and select the most highly qualified applicants for the Program. An interview may be requested. A complete admissions application contains the following materials:

1. Transcript(s) indicating completion of degree(s), both undergraduate AND graduate, if applicable, from accredited college(s) or university(ies); and,
2. two letters of reference for non-baccalaureate candidates only; and
3. a personal statement which expresses how the applicant's interest in gerontology developed. Points of discussion may include illustrations from educational, professional, and/or personal experiences; personal strengths and limitations in relation to the applicant's development; and the applicant's expectations of self and of the University in creating a positive, effective learning environment.

Admissions Information

Students may enroll in one or two courses (maximum of six credits) prior to applying to the program on a space available basis. However, in order to attain a Certificate of Graduate Study, an individual must be admitted to the Gerontology Program. Individuals may be admitted into the Program in September, January, and May.

Program Completion

Students must successfully complete the eighteen [18] credit hour curriculum to fulfill the GCP requirements and to receive the Certificate of Graduate Study. Courses are offered one evening a week throughout the semester. Previous course work will be evaluated on an individual basis to determine if credit might be given (see Transfer of Credit and Credit for Prior Learning on page 226).

Course Schedule

Classes meet on Wednesdays during the fall and spring semesters. Summer sessions are generally offered in a condensed format.

Fall Semester

**History and Theory of Gerontology
Health and Social Policy of Aging**

Spring Semester

**Aging in a New Age: Elder Experiences
Biology and Functional Aspects of Aging**

Summer Session

**Research Seminar
Summer Intensive Seminar**

Course Descriptions

GER 505 **3 credits**
Aging in a New Age: Elder Experiences

This course offers a critical analysis of the psychological, social, cultural, and spiritual dimensions of aging from the elder perspective. Personal narratives, memoirs, journals, autobiographies, and films are used to enhance students' insight and understanding of aging, through the study of the daily lives of older people, and the challenges older people face.

GER 510 **3 credits**
Biology and Functional Aspects of Aging

This course offers an investigation of the physiological and biological development of people as they age. The common disease processes associated with aging, their social and emotional ramifications, and normative aging are critically examined.

GER 515 **3 credits**
Research Seminar

Students are offered the choice of doing independent reading, research, or practice-based work in the field of gerontology. Students design their study plan with faculty assistance. The Seminar must be approved by the Director of Certificate Programs or designate and the seminar instructor.

GER 520 **3 credits**

Summer Intensive Seminar

This intensive seminar is offered in a week-long format. The course utilizes an interdisciplinary perspective to critically analyze various current and future concerns and trends related to the fields of gerontology and geriatrics.

GER 525 **3 credits**

History and Theory of Gerontology

This course offers an analytical evaluation of the field of gerontology. Concentration is on the historical and theoretical perspectives of aging. Popular theories on aging are researched and critically analyzed to assess their application to the older population of today.

GER 530 **3 credits**

Health Policy and Social Policy of Aging

This course focuses on public policy, legislative processes, insurance, financial planning, retirement income, protective services, and legal issues that affect older people. Students examine how to include older adults and family members of choice in the processes that affect the quality of life of older people.

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Owen B. Pickus, D.O.
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Neil Rolde
Author, Publisher
York, Maine

William J. Ryan
Bank President/CEO
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Herbert A. Sandler
President, Sandler Brothers
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Widgery Thomas, Jr.

Chairman Emeritus

Jack S. Ketchum

President Emeritus

Thomas H. Reynolds

University Officers

Featherman, Sandra Ph.D., B.A. University of Pennsylvania.	President
Carter, Jacque Ph.D., College of William and Mary-Marine Science; M.S., B.S., Northern Illinois University-Biology.	Interim Dean, College of Arts and Sciences
Cribby, Patricia B.S., University of Maine; A.S., Mount Ida College.	Dean, Admissions and Enrollment Management
DiPadova, Theodore Ph.D., City University of New York-History; M.A., Brooklyn College of the City of New York-History; B.A., The College of Wooster-History and French.	Interim Academic Vice President for Academic Affairs
Hazard, Barbara M.A., Bowling Green State; B.A., Ohio Wesleyan University.	Dean of Students
Moore, Vernon Ed.D., Vanderbilt University; M.S.S.W., University of Louisville; B.A., University of Oklahoma.	Dean, College of Health Professions
Shannon, Stephen D.O. University of New England, College of Osteopathic Medicine, M.P.H., Harvard University.	Dean, College of Osteopathic Medicine
Chretien, Bernard B.S., University of Maine-Portland.	Vice President for Business and Finance
Golub, Andrew M.S., Simmons College; M.A., Miami University; B.A., Boston University.	Vice President for Information Resources
Goodwin, Harland B.A., University of Maine.	Vice President for University Relations
King, David M.S., Antioch University; B.A., Williams College.	Director, Continuing Education
Miles, Michael B.A., University of Maine - Orono.	Director, Human Resources

University Administrators

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Ph.D., University of Hawaii-Botanical Sciences; M.S., B.S., State University of New York at Albany-Biology.

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- Baillargeon, Cathy Department of Education
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- Baker, Harlan Department of Humanities
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- Beaulieu, Jean Department of Education
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- Benson, Patricia Department of Humanities
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- Beseda, David Department of Social and Behavioral Sciences
M.A.-Smith College-Social Work; B.A.-University of Houston-Sociology.
- Black, Glenn Department of Learning Assistance & Individual Learning
B.S.-State University of New York-Biology.
- Brown, Susan Department of Occupational Therapy
B.F.A.-University of Arizona-Theatre production & design specializing in theatre of the deaf.
- Bryce, Megan Department of Life Sciences
B.S.-University of New England-Marine Biology and Environmental Science.
- Christman, Gwendolyn Department of Education
B.S.-University of Southern Maine; Teacher Certificate Program-University of New England.
- Conlon, Eileen Department of Organizational Leadership
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- Davis, Carol Department of Occupational Therapy
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- Defazio, Mark Department of Humanities
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- Doyon, Stacey Department of Occupational Therapy
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- Hatch, Phil Department of Management
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- Haywood, Holly Department of Humanities
BFA-Rochester Institute of Technology-Photojournalism.
- Haggerty, Sharon Department of Life Sciences
Nurse Practitioner-State University of New York/Upstate Medical Center; R.N.-Ferris University.
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Powers, Robert Department of Education
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Ph.D.-Florida State University; M.A.-Auburn University; B.G.S.-Auburn University.

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Siewicz, Phyllis	Department of Education
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Simon, Cynthia	Department of Life Sciences
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Star, Lorraine	Department of Humanities
M.A.-Russell Sage College-American History; M.A.-Rutgers University-American History.	
Thompson, Charles	Department of Humanities
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Turner, Wendy	Department of Humanities
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B.A.-Nasson College-Mathematics.	
Venell, Julie	Department of Life Sciences
B.S.-Northland College-Environmental Chemistry.	
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M.Ed.-University of Maine.	
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Linda Billings, MBA, MT (ASCP): Program Coordinator

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Anne M. Pollock, MT (ASCP): Program Coordinator

Washington Hospital, Washington, DC

Katharine Dillon, MT (ASCP): Program Coordinator

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Robie, Judith E. Director of Administration.

Spirito, Carl P. Director, School of Nurse Anesthesia/Associate Professor
Ph.D., University of Connecticut, Storrs - Bioengineering/Comparative Neurophysiology; B.S., Central
Connecticut State College - Biology/Math.

Thompson, Joanne Director, School of Social Work/Professor
Ph.D., Rutgers State University; M.S.W., University of Arkansas; B.A., LaGrange College.

Toney, Carl M. Director, Master of Science-Physician Assistant Program/Assistant Clinical Professor
P.A., Duke University Allied Health Certificate-Physician Assistant Program; B.A., Political Science - Georgia
State University.

Academic Calendar 1999-2000

Required new student orientation/clearance sessions precede start dates of each semester. Required registration confirmation extends to end of add/drop period each semester.

	Begins week of:	Area/Function:	Ends:	
Summer 1999	May 10, 1999	CE - Summer Session I (<i>See Summer Session II, Below</i>) A D N (First Year) Gerontology MSW Organizational Leadership Program—Segment A	June 25 July 1 June 24 June 29 June 19	
	May 30	Israel College at Westbrook College Campus	July 8	
	June 1	MSEd (Summer Term)	August 30	
	June 14	MSPA - 1 st Semester	August 27	
	June 26	Organizational Leadership Program—Segment B	July 31	
	July 5	CE - Summer Session II (<i>See Summer Session I, Above</i>) MSNA - 1 st Semester MSED (on campus seminar)	August 20 August 27 August 13	
	Fall Semester 1999	August 2, 1999	COM MSI & MSII classes begin	December 17
		September 4	Organizational Leadership Program—Segment A	October 2
		September 6	Labor Day (No Classes); <i>Registration Confirmation start, 1 p.m.</i>	September 6
		September 7	CAS/CHP/ Classes Begin; <i>Registration Confirm ctd thru 9/14</i>	December 15
September 27		MSEd (2 nd Term)	January 30, 2000	
October 8		Fall Long Weekend, Begins After Last Class	October 12 (<i>resume</i>)	
November 16		CAS/CHP- <i>Registration Deadline for Spring 2000 Semester</i>	November 16	
November 24		CAS/CHP/COM-Thanksgiving Holiday <i>Begins After Last Class</i>	November 29 (<i>resume</i>)	
December 16		CAS/CHP- Final Exams (through weekend)	December 20, 5:30 pm	
Fall Program Deadlines— Last Day To: Add/Drop Class File for P/F Grade Withdraw w/o Acad Penalty CAS/CHP September 14 September 28 November 9 MSEd Add/Drop period ends the first day of each term: May 31, September 30				
Spring Semester 2000	January 3, 2000	COM (1 st Year) COM (2 nd Year) MSNA MSPA A D N(2 nd year) Organizational Leadership Program—Segment A	May 26 June 30 April 6 May 19 April 28 February 5	
	January 10	CAS/CHP/CE Classes Begin; <i>Registration Confirmation thru 1/19</i>	April 28	
	January 17	Martin Luther King Holiday - No classes	January 17	
	January 31	MSEd (3 rd Term)	May 29	
	March 10	CAS/CHP-Spring Break Begins After Last Class	March 20	
	March 17	COM - Spring Break Begins After Last Class	March 27	
	April 7	CAS/CHP - <i>Registration Deadline for Fall 2000 Semester</i>	April 7	
	May 1	CAS/CHP - Final Exams	May 5, 5:30 pm	
	May 6	CAS/CHP - Commencement Exercises	May 6	
	May 29	CHP/COM - Memorial Day Holiday - No Classes	May 29	
	June 3	COM - Commencement Exercises	June 3	
	Spring Program Deadlines: Last Day To: Add/Drop Class File for P/F Grade Withdraw w/o Acad Penalty CAS/CHP January 19 February 2 March 24 MSEd Add/Drop period ends the first day of term: January 31			

For both fall and spring semesters, all programs not listed with specific deadlines calculate dates using formulas below:

- Last Day to Add/Drop Class:** 5 Business days after start of classes
- Last Day to File for P/F Grade:** 15 Business days after start of classes
- Last Day to Withdraw w/o Academic Penalty:** During the first two-thirds of the semester/term

Codes: ADN=Associate Degree Nursing; CAS=College of Arts and Sciences; CE=Continuing Education; CHP=College of Health Professions; COM=College of Osteopathic Medicine; MSEd=Master of Science—Education; MSNA=Master of Science—Nurse Anesthesia; MSPA=Master of Science—Physician Assistant; MSW=Master of Social Work; PT=Physical Therapy.

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